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ABSTRACT

This report details the development and implementation of a follow-up system, by Western Texas Community College (WTCC) as a subcontractor for Project FOLLOW-UP, relating student flow patterns to educational goals. Phase I of this project involved establishment of a data base which included elements designed to reveal an adequate picture of student flow as related to educational goals and outcomes. Data elements included were: semester and year, major, educational goal, method of goal achievement, on-campus or extension enrollment, ethnic origin, age at admission, residence code, sex, and mode of original admission. A Student Educational Intent Card, developed by Project FOLLOW-UP, was used to obtain information for the data base. Phase II activities included: follow-up of all graduates of WTCC since its inception; follow-up of all nonreturning students who attended WTCC during specified periods; follow-up of all employers of WTCC technical or vocational graduates; and research on student flow of all graduates based on mode of admission. Findings of the Phase II surveys are analyzed in terms of student flow and goal completion. Twelve student flow charts, instrumentation for the project, and sample forms utilized are appended. (JDS)

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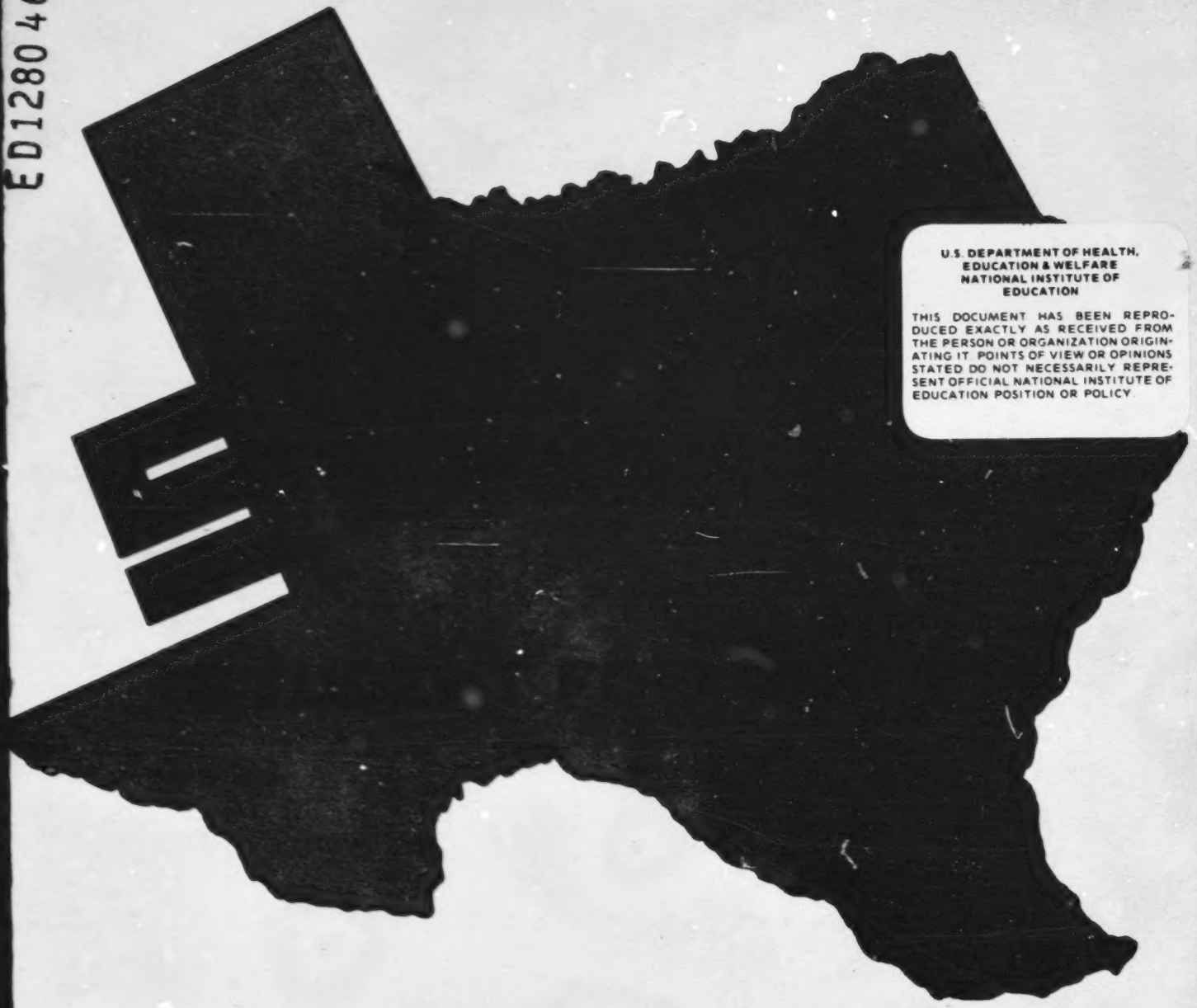

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SC7
Educational Goals and Student Flow By Western Texas College

JC 760 483

PROJECT FOLLOW-UP

MANAGEMENT INFORMATION SYSTEM

MODEL FOR INSTITUTIONAL STUDENT FLOW AND FOLLOW-UP

By
Western Texas College
Snyder, Texas

Prepared
By
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August 1976

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MODEL FOR INSTITUTIONAL STUDENT FLOW AND FOLLOW-UP

INTRODUCTION

Western Texas College initially applied to serve as a subcontractor for the statewide Project Follow-Up in the fall semester of 1974. The proposal written was entitled "Model for Institutional Student Flow and Follow-Up". The period for the subcontract awarded was January 1, 1975 to June 30, 1976 at a projected cost of $11,803.75. The primary objective of the project was to develop and implement a follow-up system relating student flow patterns and educational goals.

Several important features and delimitations were included in the initial proposal. Included were stipulations that the program developed should:

1. Provide a data base consistent with requirements of other agencies.

2. Serve as a vehicle for selective follow-up of students--credit, non-credit, academic, vocational, graduates, completers, and possibly other identifiable groups.

3. Provide the information needed in a manual system for colleges without computer accessability.

4. Provide for testing of instruments developed by the Project Follow-Up Delphi study.

REVIEW OF PHASE I ACTIVITIES

Development

Phase I of the project was the period January 1, 1975 to June 30, 1975. The activities of this period were primarily developmental in nature. Careful planning was essential during this period in order to insure the compatibility of the developing program with that of other groups, while still remaining within the objectives which had originally been set in the proposal.

Procedures. In arriving at a reasonable data base, documents from a variety of sources were included in the considerations of information for the data base. Comparisons included instruments from other statewide follow-up systems, Texas reporting requirements, follow-up instrumentation in use at other colleges, institutional information which could be obtained, and input from other Project Follow-Up subcontractors and volunteers. Simply digesting the mass of research and data already available was a gigantic task. A task force of Western Texas College personnel who had participated in the SCOS-Delphi study helped the local follow-up staff in determining what data should be included. Some items which are related to selection of data that surfaced during the period of study were:

1. Not all data elements can be included in the data base. Careful selection criteria are necessary to select the most significant elements in the data base.

2. Narrowing the data base too much results in insufficient information for effective results. The data base must be broad enough to include all pertinent follow-up information.

3. Types of follow-up that will prove most beneficial must be decided before the data base is established. The development of the data base for the institution must include personnel from all facets of the institution.

4. The amount of time spent in consideration of various elements of follow-up can be non-ending, but an in-depth study is required to analyse those which are most valuable.

5. Follow-up instrumentation will have to be revised periodically due to changes in an institution's objectives or to external elements such as revised reporting procedures.

In the final analysis, decisions were made to include the following data each semester so that an adequate picture of student flow as related to goals and outcomes could be obtained:

1. Semester and Year.

2. Major indicated (CBM codes, including codes for community services and adult vocational programs).

3. Educational Goal.

4. Method of achieving the goal.

5. On-campus or extension enrollment (strictly institutional choice).

In addition to the semester-by-semester data, initial data applicable was also included as follows:

1. Ethnic Origin.

2. Age at Admission.

3. Residence Code.

4. Sex.

5. Mode of Original Admission.

Data which was to be included as follow-up data was also to be included. However, the task force wanted to leave open various options for different types of follow-up, so limited follow-up data would be kept on individual students as a matter of record. The objective of the contract had been to arrive at a means of identifying groups and the institutional view held that only standard data such as employment status, educational status, and educational outcome (completer, drop-out) would be kept individually as a matter of record.

Instrumentation. The project follow-up staff, with data needs fairly well delinenated, set about the design of a workable manual system which would satisfy the needs. The results of this design are shown in Appendix I. Information to be encoded was obtained from the student each semester he was enrolled using the Student Educational Intent (SEI) Card developed by the Project Follow-Up staff at Tarrant County Junior College. The Student Educational Intent Card is shown in Appendix II.

The information for this method of instrumentation can readily be obtained as the student proceeds through registration. Classification of students who do not return to school as well as other follow-up information should be obtained immediately upon completion of each semester (See Follow-Up #1 on the coding form, Appendix I).

Problem Areas

Problems in data collection. The primary problem other than those of data selection was in trying to determine educational goals and methods for students who are no longer enrolled. In order to develop a complete picture of student flow before the end of the second phase it was necessary to contact previous students in order to ascertain their goals,

educational majors, and methods of achieving the goals during previous semesters. This will not be a problem in future years as it can be done on a semester-to-semester basis.

Problems in system design. Problems in the design of the system surfaced as actual coding of the forms was done. These problems were the identification of full-time as opposed to part-time students and identification of the walk-off who terminates without completing the semester as opposed to the person who terminates after completing the semester but without achieving his educational goal.

The WTC personnel had decided that the separation of resident on-campus student and extension students was more important than the above categories; it is doubtful, however, that study of extension students would be more valuable on a state-wide basis. Some minor adjustments were necessary in coding procedure to prevent duplication when a student has been enrolled for more than four semesters but these have already been resolved to the satisfaction of the WTC staff.

Other Activities

The other significant activity undertaken during this time was the initiation of the SEI card into the overall information system. Information was obtained from a sample of 632 students (enrollment was 1058) by administering the forms through classes. In subsequent semesters the SEI card has been made a part of the registration routine.

The results of the Student Educational Intent Analysis for Spring 1975 is shown on the following page in Table I. It is interesting to note that 65% of the students are currently employed and that 56% indicated that their primary educational goal is related to securing or

TABLE I

STUDENT EDUCATIONAL INTENT ANALYSIS -SPRING 1975

1A. Are you currently employed?

No....35% Yes....65% (undecided majors skip to question 2)

If yes, in what field?

1. Major Field...30% 2. Related Field...27% 3. Unrelated field...43%

1B. Have you ever been employed in the field of your above stated major?

Yes....39% No....61%

2. My primary educational goal in attending this college is:

Career field preparation.....32%
Improvement of current job skills.....13%
Specific job preparation.....11%
General Interest..... 7%
University Transfer Credit.....26%
Personal enrichment.....10%
Other..... 2%

3. I expect to accomplish this goal by means of:

Selected Courses.....44%
Certificate Program..... 8%
Two Year Associate Degree Program.....43%
Other..... 5%

4A. Do you expect to complete your goal by the end of this semester:

Yes....30% No....70%

4B. Do you plan to re-enroll at this college:

Yes....54% If yes, when:

Next Fall...95% Next Spring...2% Next Summer...0% At a later Date..3%

No....29% Undecided....17%

5. How definite are you concerning your above stated educational goal?

Definite.....61%
Fairly definite, subject to change.....34%
Not definite..... 5%

improving their career position. It is also important to note that less than half intend to pursue a two year degree as an objective.

OVERVIEW OF PHASE II ACTIVITIES

Implementation

Whereas Phase I activities have been primarily oriented to development of the necessary information system, Phase II activities were directed to implementation of the program. The following documents are those which have been used by Western Texas College in the activities of Phase II:

1. WTC Student Master Card (Appendix I)
2. Student Educational Intent (SEI) Card (Appendix II)
3. Graduate Questionnaire Form (Appendix III)
4. Non-Returning Student Questionnaire Form (Appendix IV)
5. Employer Questionnaire Form (Appendix V)

The last three are forms which were developed by the Tarrant County Junior College Project Follow-Up staff, and are based on the results of the state-wide SCOS-Delphi study undertaken by Jeannene Cox of TCJC. Facsimiles of all these forms are included in Appendices I-V.

The major activities of Phase II have included the following:

1. Conducting of follow-up on <u>all</u> graduates of Western Texas College since its inception in 1971.

2. Follow-up of all non-returning students of Western Texas College who attended Fall, 1974 and Spring, 1975 but not Fall, 1975.

3. Follow-Up of all employers of WTC vocational or technical graduates.

4. Research on student flow of all graduates based on mode of admission.

5. Research relating student flow to educational outcomes for selected groups.

Calendar of Activities

The calendar of activities for this implementation stage covered the period from 7/1/75 to 5/1/76. A complete picture of the calendar of activities is listed below:

July 1, 1975- October 1, 1975. The activities during this time period of Project Follow-Up were involved in actual application of the WTC Student Master Card that was designed and developed in Phase I. Outlined below is the method in which the activities for this period were conducted:

1. All graduate files of Western Texas College were manually punched and coded first so that flow charts on all graduates could be developed.

2. The non-graduate files were developed next so the ultimate goal on flow patterns could be successfully developed for all student types.

3. The Student Educational Intent (SEI) card was incorporated into the registration process of Western Texas College for the Fall, 1975 semester.

October 1, 1975- December 30, 1975. During this period attention was divided between continuation of researching the files and conducting surveys on the "non-returning" student and the "graduate" student.

January 1, 1976- June 30, 1976. The activities for this time period were conducted as follows:

1. Developed flow charts on all students of Western Texas College.

2. Conducted Graduate Employer Follow-Up and developed research results.

3. Updated student master so that accurate flow patterns could be developed.

4. Developed flow charts relating various educational objectives to educational outcomes.

5. Compilation of final report for Project Follow-Up subcontract.

RESEARCH RESULTS

Goal-Related Research

Procedures and instrumentation. One of the major objectives of the WTC subcontract was to relate educational goals to student flow patterns and educational outcomes. Initially it was intended that the student flow, goals, and outcomes would be studied for the time period 1971-1975. However, initial attempts to determine goals by questionnaire and phone calls were found to be very unproductive. The introduction of the Student Educational Intent card early in the project made it possible to effectively study both educational goals and outcomes during the period Fall, 1974 through Spring, 1976.

Educational Intent cards were first distributed to students in classes at Western Texas College in March, 1975. Usable responses were obtained from 632 students (60% of enrollment) and all these students were subsequently followed through the Spring of 1976. It was decided arbitrarily that these students would be followed based on two different criteria: (a) mode of admission (b) degree objective.

The usable response information from the SEI cards was transferred and coded on the Western Texas College Student Master card. This step alleviated the difficulty of contacting the student to determine his objective while attending WTC. The only necessary instrumentation

to complete student goal research was the SEI and Student Master cards.

Specific flow patterns by admissions status at WTC. In the following sections are discussions of each group and data relating to each group based on their original means of admission to WTC. Table II on the following page shows some interesting items relating to educational objectives and outcomes.

TABLE II

GOAL COMPLETION PATTERNS BY ADMISSION STATUS

	Included	Changing Objective At Least Once	Completing Goal Or Still Enrolled	Walk-off Discontinue	Stayed One Semester Only	Stayed Two Semesters Only	Stayed Three Semesters Or More
Group I	224	13 (6%)	201 (90%)	23 (10%)	139 (62%)	56 (25%)	29 (13%)
Group II	350	15 (4%)	307 (88%)	43 (12%)	192 (55%)	97 (28%)	61 (17%)
GROUP III	58	0 (0%)	55 (95%)	3 (5%)	36 (62%)	19 (33%)	3 (5%)

GROUP I.....All transfer admissions - Fall, 1974

GROUP II.....All admissions of High School Graduates - Fall, 1974

GROUP III....GED and Individual Approval - Fall, 1974

Two particular facts are highly important from the previous table. The rate for completions of goal for the sample studied is 89%. Even though the completion rate is high, the percentage of students leaving after one semester is 58% and the percentage of students staying more than two semesters is only 15%. These two figures would seem to indicate a high degree of short-term objectives for students at Western Texas College. Specific flow-charts are given in appendices VI, VII, and VII.

Item analysis from subsequent follow-up activities further indicated that completion of educational goals was higher than the 89% figure when short-term or "non-degree" goals were considered, and somewhat lower than the 89% when educational goals were degree-oriented.

Flow patterns for selected occupational-technical groups. Another major project was in developing flow charts for occupational-technical students enrolling initially in Fall, 1974. Each major field of study was included in this study as well as other groups. Table III on the following page shows a summary of some of these groups.

TABLE III

GOAL COMPLETION PATTERNS FOR SELECTIVE TECHNICAL MAJORS

	Included	Changing Objective At Least Once	Completing Goal Or Still Enrolled	Walk-off or Discontinue	Stayed One Semester Only	Stayed Two Semesters Only	Stayed Three Semesters or More
Group A	16	2	4	10	3	7	6
Group B	66	1	50	16	10	26	30
Group C	44	0	33	11	5	31	23
Group D	76	0	76	0	26	27	23
Group E	46	0	12	4	4	12	30

Group A ...Student enrolled in O.T. Programs after change from academic program, Fall, 1974

Group B ...Mid-Management Students, Fall, 1974

Group C ...Welding Students, Fall, 1974

Group D ...Admitted to O.T. Program, no degree objective, Fall, 1974

Group E ...Law Enforcement students, Fall, 1974

One of the most interesting factors on Table III relates to flow of students who change from academic programs into technical. Only 25% of those students manage to complete their goal after the change. Since our sample is so small (only 16) no generalization can be made, but it would be important from a counseling standpoint to know what happens in other institutions. Also significant is the fact that the 76 students admitted to O.T. programs without degree objectives responded as 100% completers when asked whether they felt they had completed their educational objective at WTC. Specific Student Flow patterns for the information in the previous table is shown in Appendices IX, X, XI, XII, and XIII.

Student Flow Research

Procedure and instrumentation. Procedure for student flow research was basically the same as that used for goal-related research. The two were interrelated through studies showing the relationship between student flow and educational outcome. The necessary instrumentation for relating goals and outcomes through student flow included the SEI card, the WTC Student Master card, and appropriate follow-up documentation to determine whether the goal was attained, changed, or abandoned.

Flow of high school graduates. Since the inception of Western Texas College, graduates whose initial entry into college was under the admission status of "high school graduate" have numbered 323. The analysis of these in terms of the degrees/certificates currently being awarded is as follows:

Associates in Arts	165
Associates in Applied Science	100
Certificates of Technology (1 yr.programs)	58
Total	323

These figures indicate that degrees/certificates granted by the institution have been divided approximately 51% university parallel and 49% occupational-technical preparation. The actual enrollment pattern however, is approximately 60% university parallel and 40% occupational-technical preparation. Completion within the normal four semester duration of a program was 82% in Associate in Arts programs and 69% in Associate in Applied Science programs. This indicates that a greater proportion of occupational-technical students attend on a part-time basis. Among the one year program, 88% of all certificate recipients finished their program within the prescribed one-year. Third-year graduates numbered 58, and represents 18% of all graduates. Fourth-year graduates constitute 1.5% of the total of all graduates. It should be noted, however, that others who have already attended part-time for four years are still in attendance and some will complete at even later dates.

TABLE IV

Duration of Graduates' Programs

	1 Year	2 Years	3 Years	4 Years
Associate in Arts	0%	82%	17%	1%
Associate in Applied Science	0%	69%	29%	2%
Certificates	88%	7%	2%	3%
All Programs	16%	65%	18%	2%

Flow of graduates admitted by transfer from other colleges. During the period 1972-76, students transferring into WTC from other schools totaled 183 graduates. The student flow pattern, in marked contrast to those students who entered as high school graduates, shows much more indecision as to intended major course of study. The breakdown of degrees received by these students is as follows:

Associate in Arts	121
Associate in Applied Science	56
Certificate Programs	6
Total	183

The duration of the programs after transfer is shown in the table below:

TABLE V

Duration of Graduates' Programs (Transfer Admission)

	1st Year	2nd Year	3rd Year	4th Year
Associate in Arts	5%	63%	29%	3%
Associate in Applies Science	0%	64%	34%	2%
Certificate Programs	50%	50%	0%	0%
All Programs	5%	63%	30%	3%

One-third of all graduating students who transferred into WTC took longer than 2 years to complete their degree work. One possible explanation for this is that a high percentage of these students were in the 21-40 age bracket and took one year of work at an earlier age but married or went to work before completing their education. Thus they are

usually on a part-time basis while still working or assuming other responsibilities.

Flow of other graduates (GED and Individual Approval). Total graduates who entered under GED or Individual Approval totaled forty-five. The breakdown by degree is shown below:

Associate in Arts	7
Associate in Applied Science	12
Certificate Programs	26
Total	45

TABLE VI

Duration of Graduating Students Programs - GED and Individual Approval

	1st Year	2nd Year	3rd Year	4th Year
Associate in Arts	0%	29%	57%	14%
Associate in Applied Science	0%	33%	58%	8%
Certificate Programs	100%	0%	0%	0%
All Programs	58%	13%	24%	4%

It should be noted that the greatest proportion of students who graduated from this group were in the certificate programs. Less than half received two-year degrees. Item analyses indicate that most students entering under the status of individual approval have very limited objectives which are accomplished in one or two semesters. Degree programs tend to take more than two years to complete.

Composite flow of all graduates. A total of 551 graduates were studied. The complete breakdown is as follows:

Associate in Arts	293	53%
Associate in Applied Science	168	30%
Certificate Programs	90	16%
Total	551	

High school graduates make up the largest percentage of graduates (59%), with transfer students second at 33%, and all others constituting 8% of all graduates. Other comparative data are given below:

TABLE VII

Duration of Programs (All Graduates)

	1st Year	2nd Year	3rd Year	4th Year
Associate in Arts	2%	73%	23%	2%
Associate in Applied Science	0%	65%	33%	2%
Certificate Programs	89%	8%	1%	2%
All Programs	15.6%	59.9%	22.3%	2.2%

Approximately 25% of all graduates take more than the prescribed time to complete their programs. Certificate students who graduate tend to be the most efficient in terms of completing programs in minimum time, whereas two-year occupational programs are completed in more than the minimum period by one-third of the graduates. University parallel (A.A.) degrees take more than two years for 25% of the graduates.

Since WTC has been open only since 1971, these figures may be drastically different from schools that have been in existence for a longer period or one which has a more metropolitan setting. These figures do have complex implications for this institution, however, and can be used in program planning, recruitment, and other institutional plans.

Other supportive flow charts related to student flow of graduates is included in Appendices XIV, XV, and XVI.

Student flow - summer schools. Two flow charts were prepared to analyze the student flow of recent high school graduates who were admitted to WTC during the summer following their graduation. The flow charts are shown in the Appendices. This study revealed the following data:

50% transfer after the summer

14% walk off or discontinue

36% continue at WTC for the fall

30% complete the first full academic year

27% return the following summer

22% return for the 2nd fall

The figures indicate that at least half of the students entering for the first time in summer school are simply preparing to transfer in the Fall. However, it is interesting to note that more than 20% do remain enrolled for two full academic years. Summer school offerings include only university parallel work, so the information is beneficial in preparing estimates of future Fall enrollments from Summer school enrollments. Refer to Appendices XVII and XVIII for further information.

Student Educational Intent Analysis - Fall, 1975

Procedure. The student educational intent survey for Fall, 1975 was conducted as part of the registration process. A total of 1149 usable student responses were obtained out of a total enrollment of 1226 (93.7%). The SEI cards were then sent to Tarrant County Junior College where complete computer profiles were completed for all major fields.

Results. Results of the analysis were broken down by various criteria, but in most instances these data added little information due to small sample sizes. The results of the composite profile are shown in Table VIII. These results, when compared with the results of the Spring, 1975 sample (Table I) show some interesting contrasts. Note (Appendix II) that the SEI card has some revision during this time period to include work load for employed students as well as revision of educational goal categories.

The following results are particularly interesting in comparing the two SEI analyses:

1. Employment of students showed little variation from Fall to Spring.

2. Means of accomplishing goals shifted considerably between the fall respondents and spring respondents.

3. As might be expected, the number expecting to complete their goal at the end of the spring semester was 30% while expected completions for the fall semester was 15%.

4. Expected re-enrollment was 75% in the fall and 54% in the Spring.

5. The degree of certainty concerning the educational goal was exactly the same for the two samples.

TABLE VIII

STUDENT EDUCATIONAL INTENT ANALYSIS- FALL, 1975

1. Are you currently working on a job for which you receive wages?

   Yes...59% No...41% If yes; how many hours per week?

   Less than 10...3%, 11 thru 20...7%, 21 thru 30...6%,
   31 thru 40...60%, Over 40...25%

2. Do you have "work experience" in your major field of study?
   Undeclared/Undecided majors skip to (3)

   Employed Students - Yes...63% No...37%
   Unemployed Students-Yes...33% No...67%

3. My primary educational goal in attending this college is:

   Improvement of existing job skills.....22%
   Preparation for job to be obtained.....27%
   University Transfer credit.....30%
   Personal interest.....20%
   Other..... 2%

4. I expect to accomplish this goal by means of:

   Selected courses.....57%
   Certificate program..... 3%
   Associate degree program.....36%
   Other..... 4%

5. Do you expect to eomplete your goal at this college by the end of this semester?

   Expect to complete at end of this semester Yes...15% No...85%

   Plan to re-enroll at this college Yes...75% No...6% Undecided...19%

   Expected re-enrollment period at this college Next Fall...20%
   Next Spring...71% Next Summer...4% Later Date...5%

6. How definite are you concerning your above stated educational goal:

   Definite.....61%
   Fairly definite.....34%
   Not definite..... 5%

6. Students had far less trouble understanding the SEI card after the revisions.

Non-Returning Student Follow-Up

Procedure and instrumentation. No elaborate publicity was used to achieve the goal as the mail-out list would be short (237) and more individual time could be given to the project such as making personal contacts on the phone, etc. News items were submitted to the area press to help the response.

Determining the mail-out list was relatively simple. A comparison of student master cards that were enrolled for fall "74" and spring "75" but not fall "75" produced the desired mailing list.

Studying the extensive research already done on questionnaires indicated the best return results were obtained when individuals receive forms on a Monday or Tuesday. The mail-out was planned according to the following time-table:

1. The first mail-out was made on a Friday so the instrument would arrive at the "non-returning" student's home address on a Monday or Tuesday.

2. Six days were allowed to pass following the initial mail-out before further action was initiated. During this time period daily records were carefully tabulated and all returns marked "insufficient address", etc. were carefully followed and researched to locate an address where the instrument could be sent. On these returns, corrections were made and mailed again in a new envelope along with the returned envelope hoping the recipient would realize just how interested WTC was in his comments.

Of the 237 "non-returning" student surveys initially mailed out, "insufficient" address returns were as follows:

Working Day Received	No. Letters Received	No. Able To Mail Again
Day #2	5	4
Day #3	11	6
Day #4	4	4
Day #5	7	7
Day #6	6	1
	33	22

The number of letters returned on the second mailing of "insufficient" addresses were tabulated as follows:

Working Day Received	No. Letters Received	No. Able To Mail Again
Day #8	3	-0-
Day #9	1	-0-
Day #10	4	-0-
Day #11	2	-0-
	10 (Represented the addresses that could not be corrected and therefore would be "dead-ends")	

3. On working day #6 which was on a Tuesday, a reminder was mailed to everyone on the list who had not responded to the survey (see Appendix XIX).

No further action was taken until working day #14 when another instrument was mailed along with a letter (See Appendix XX) stressing the importance of the questionnaire. The WTC Project Follow-up staff hoped the oncoming Thanksgiving holidays would help the return results as the students would be returning to their home address for the holidays.

Results. Results of this survey can be studied on the attached graph of the "non-returning" student (See Appendix XXI).

Graduate Follow-Up

Procedure and instrumentation. Early in the development stage of the graduate survey questionnaire, Western Texas College professors were called together in a meeting and were presented a graduate list of all Western Texas College graduates with the last known address WTC had on file. From this list "input" information was requested from the professors in regard to address changes, employers, name changes, etc. The actual instrument that would be used in the survey was discussed in this meeting and it was most gratifying to see how interested the professors were and how much they felt this instrument could be congruous with future efforts of the college to improve the programs and facilities of the institution.

The next phase involved the Director of Student Activities as "homecoming" preparations were under way for WTC's first homecoming. The first letter that was mailed to the graduates was written by WTC's President, Dr. Robert L. Clinton (See Appendix XXII) and in this letter he instilled the first thoughts about Project Follow-Up.

The initial mail-out consisted of 362 letters and the number of returns with incorrect addresses was a surprising low of 39. Of the 39 returns, 27 were mailed again by researching more files and making 19 phone calls. This left 12 letters with "dead-ends" that could not be reached for sure. Insufficient address returns were received and handled as follows:

Working Day Received	No. Letters Received	No. Able To Mail Again
Day #3	8	6
Day #4	12	11
Day #5	7	7
Day #6	10	3
Day #7	2	0
	39	27

The number of letters returned on the second mailing of "insufficient" addresses were tabulated as follows:

Working Day Received	No. Letters Received	No. Able to Mail Again
Day #9	3	-0-
Day #11	3	-0-
Day #12	2	-0-
	8 (Represents additional addresses that could not be contacted)	

Mailing of the actual graduate survey instrument was made October 28, 1975 along with homecoming information and reservations. This was done for two reasons:

1. Project Follow-Up could save on out-going postage by agreeing to furnish self-addressed first class permit envelopes if Student Activities agreed to let us enclose the instrument with their mail-out. This way both departments would save money as Student Activities paid for the out-going postage and Project Follow-Up would pay for incoming postage.

2. The personal invitation of homecoming would imply how interested WTC is in its graduates and would possibly stimulate a higher rate of response.

A memo reminder (Same one used in the non-returning student survey, refer to Appendix XIX) was mailed out November 6 to all the graduates who had not responded to the first mail-out. The WTC publicity department helped in publicizing the survey effort by running a small article in

the Snyder Daily News on the following Sunday (November 9). The article urged WTC graduates who had not received their questionnaires to contact Project Follow-Up at phone #573-8511.

Homecoming was planned for a week-end, November 15 and the secretary of Project Follow-Up made arrangements to sit at the redeption table so possible contact could be made with graduates who had not received their surveys.

The next few days were spent carefully tabulating returns, making corrections on addresses, name changes and making phone calls to local graduates urging them to return their survey.

The second instrument mail-out was made on November 20 so the instrument would arrive at the beginning of the Thanksgiving holidays. The survey on the non-returning student was being conducted at this same time and since no significant response was achieved by following the exact recommendations of the study Institutional Test Activities Suggested Procedures for Test Implementation, the decision was made not to mail the second instrument in the 8-10 working day period. The instrument was planned to arrive at the graduates' home address about the same time they would for the holidays. The graduates were enticed in the second instrument mail-out by enclosing a slip of paper entitling them to one "free" copy of their transcript if they returned the survey.

Results. Return results of this survey is depicted on the "Graduate" graph (See Appendix XXIII). Also, the rate of returns by graduate year can be studied on Appendix XXIV along with the rate of degree returns on Appendix XXV.

Employer Follow-Up

Procedure and instrumentation. During March of 1976 a graduate employer follow-up was conducted by Western Texas College. Names of employers were obtained from information given on the Graduate Survey form (See Appendix III).

A letter explaining the need for the information being requested and printed on the questionnaire form was signed by Dr. Robert Clinton, WTC President. The instrument used in this study was the Employer Follow-Up form (See Appendix V).

Careful consideration was also given to determining the initial mail-out date. The instrument was mailed on Friday in order that employers would receive it early in the week.

During the three weeks following the initial mail-out, an effort was made to record all returns and to obtain the correct address of any letters returned marked "insufficient address". This group that could not be reached was of major concern because it was considered important that as many employers as possible should express their opinions concerning the WTC graduate's working experience.

Approximately three weeks following the initial mail-out date, another questionnaire which included an explanatory letter was mailed to the employers that had not responded to the first instrument.

One week after the approximate receipt of the second questionnaire, a final effort was made to increase the returns. Telephone calls were placed to all employers who had not responded to either instrument. An additional week was allowed for receiving returns that this effort inspired. The program was concluded after a five-week period from the date of the initial mail-out.

Results. Based on the data collected, the following conclusions were made:

1. The employers rated the WTC graduates extremely high for personal and technical skills as well as over-all training.

2. The job outlook for present and future WTC graduates is very good.

3. Most of those surveyed were of the opinion that employees with college training performed their jobs better than those without such training.

4. The employers were convinced that the graduate's ability for job placement and advancement was significantly improved by the training.

5. Most of the graduates were hired for their jobs after having applied on their own initiative.

The employers also offered many suggestions for improving future students' personal and technical skills, and they recommended several areas for improving instruction. These comments were in response to two open-ended questions that were included on the questionnaire.

The instrument proved to be effective in gathering responses because sixty-two of the sixty-nine (ninety percent) questionnaires originally mailed were returned; however, only fifty-two of these were used in the final analysis. Six questionnaires did not contain sufficient data, and four were received after the deadline.

Cost Study

Western Texas College also supplied data to Project Follow-Up concerning costs of implementation and operation of both the graduate and non-returning student surveys. No developmental costs were

included. These cost factors are detailed in the project report for Navarro College. The cost factors were:

	Per Attempted Response	Per Response
Graduates	$2.08	$3.15
Non-Returning	$2.03	$4.04

CONCLUSIONS AND RECOMMENDATIONS

The previous sections of this report have delineated the procedures, processes, instrumentation, and results of each study conducted during the project. This section includes conclusions and recommendations concerning the conducting of various types of follow-up research based on the experiences and data developed by the WTC staff.

Specific Problem Areas

Determination of student educational intent. One of the major problems in relating student goals to student outcomes was in determining student educational intent accurately. In the early stages of the project, staff members tried to trace back educational intent of students by telephone calls and personal interviews. This method was found to be inadequate for several reasons, but primarily because "remembered" data was found to be inconsistent with data submitted on application forms and other documents. Also students tended to "remember" changes in educational intent in almost each instance, whereas application of the student educational intent card on a semester-by-semester basis showed relatively few changes in educational intent. Studies relating educational goals must be planned well in advance to insure accurate data in relation to educational intent.

Determination of accurate addresses. One area which was expected to be a severe problem was that of locating students for follow-up information. Although this was a minor problem, good addresses were available to the extent that 89% of all questionnaires were deliverable on the first mail-out. The "deliverable" rates for the different categories of follow-up surveys were 98.6% for employers, 89% for graduates, and 86% for non-returning students. Secondary addresses, telephone interviews, and other sources managed to increase these "deliverable" contacts to 100% for employers, 94.5% for graduates, and 91% for non-returning students.

These results indicated that secondary efforts were able to contact only forty-four percent after the initial permanent address was used. Under cost-effective analysis, the attempt for secondary addresses was not worth the additional time and effort as the response rate itself was low for this group. Our experience indicated that efforts were better spent with secondary contacts with non-respondents to the first mail-out.

Western Texas College is a relatively small institution in a rural setting. This factor was a positive influence in being able to contact students on first mail-out. Another major factor was the availability of address data from the counseling office via a form called Student Plans for Next Semester (See Appendix XXVI). Geographical and sociological factors could very well affect the first mail contacts for other institutions.

Determination of data base items. Determination of the data base items to be included was a significant problem during the developmental stage

of the project. The realization that not all required data base information could be placed in our "notched card" system caused much shuffling of priorities and objectives. However, the final result was acceptable to this institution in terms of its needs at that time. When other follow-up and student flow research is done at WTC, these data base items will be re-evaluated in terms of the institutional needs at that time.

Determination of flow chart designs. The design of the flow charts offered a major dilemma to the staff. The number of possibilities for the student intent category alone when extended over several semesters was staggering. After several trial and error designs, the simple charts shown in Appendices VI through XVIII were developed using mainly three items - educational intent (5 categories), goal completion, and discontinuation of attendance (whether withdrawal, walk-off, or drop-out). These designs, although not nearly as complex as might be desirable for other institutions, were sufficient to meet our objectives and simple enough to be understood by all interested professional staff. Other charts will be subsequently developed as the need arises for study of other groups of identifiable students.

Dissemination of information. From the institutional standpoint, the question of dissemination of information has been a critical one. Several questions are raised relative to this issue:

1. What portions of the information should be disseminated on campus?

2. Considering the evaluative nature of some of the data collected, should the data be restricted to certain levels within the college structure?

3. In what format can the information be disseminated in order for personnel to use it effectively?

4. What information should be disseminated outside the institution?

All of the above questions must be determined by the individual institution. At Western Texas College, much of the information obtained from the computer analyses from Tarrant County Junior College was not useful as samples of certain majors contained too few students for any elaborate conclusions. The information that proved most useful at WTC were the composite profiles of large groups (All occupational-technical majors, all university parallel majors, all students) and the comments from the questionnaires. A specific problem that proved to be very complicated involved evaluation of instruction in specific areas when only one professional person was employed. Dissemination of results in this category was highly restricted.

Improving response rates. A problem that caused much debate was whether to use the first class postage or bulk postage on initial mail-outs. The project staff decided on first class rates for the following reasons:

1. The recipient would receive the instrument twice as fast.

2. The instrument would be returned twice as fast which would:

a. Save personnel time waiting to tabulate returns and would save time by ending the survey about one week earlier.

b. Would save both on time in not having to send memo reminders and extra instruments and extra postage.

3. The WTC mailing list on each survey would be too small to take advantage of bulk mailing on secondary mail-outs.

The response rate of the "Graduate" survey was better than that of the "Non-Returning" survey. This was attributed to the following circumstances:

1. The recipients received a personal letter from someone they held in high esteem (refer to letter from WTC's President, Dr. Robert L. Clinton, Appendix XXII).

2. The "Graduate" survey was tied in with WTC's first homecoming.

3. The second instrument mailed out entitled the recipient to a "free" copy of his transcript when he returned the instrument (See Appendix XXIII for the effect of this memo).

4. The second "Graduate" survey instrument was mailed at the first part of the Thanksgiving holidays. It was felt by the WTC staff that perhaps some of the instruments were not forwarded to the recipients and they would possibly arrive at their permanent "home address" about the same time the second survey instrument would. Staff time during the Thanksgiving holidays making phone calls (mostly local) to students back home for the holidays produced good results.

The rate of response can be greatly improved by a diligent effort by the follow-up staff. Timing is a critical consideration for good results. Varying methods may improve results in different locales, but considerations other than cost-effectiveness must be made to avoid biasing the sample.

Orientation to follow-up. The following techniques were used to orient students to the importance of follow-up activities during the term of this study:

1. Instructional module in orientation classes.

2. Letter to graduates from the WTC president.

3. Stressing of importance of follow-up response in graduation exit interviews and exit interviews for withdrawals.

4. Subtle reminders such as the one in "Student Plans for Next Semester" (Appendix XXVI).

It is impossible to judge the value of these activities to the total project as no previous data was available before this project. However, student reaction to questionnaires received seemed to be positive and orientation was felt to be helpful in this regard.

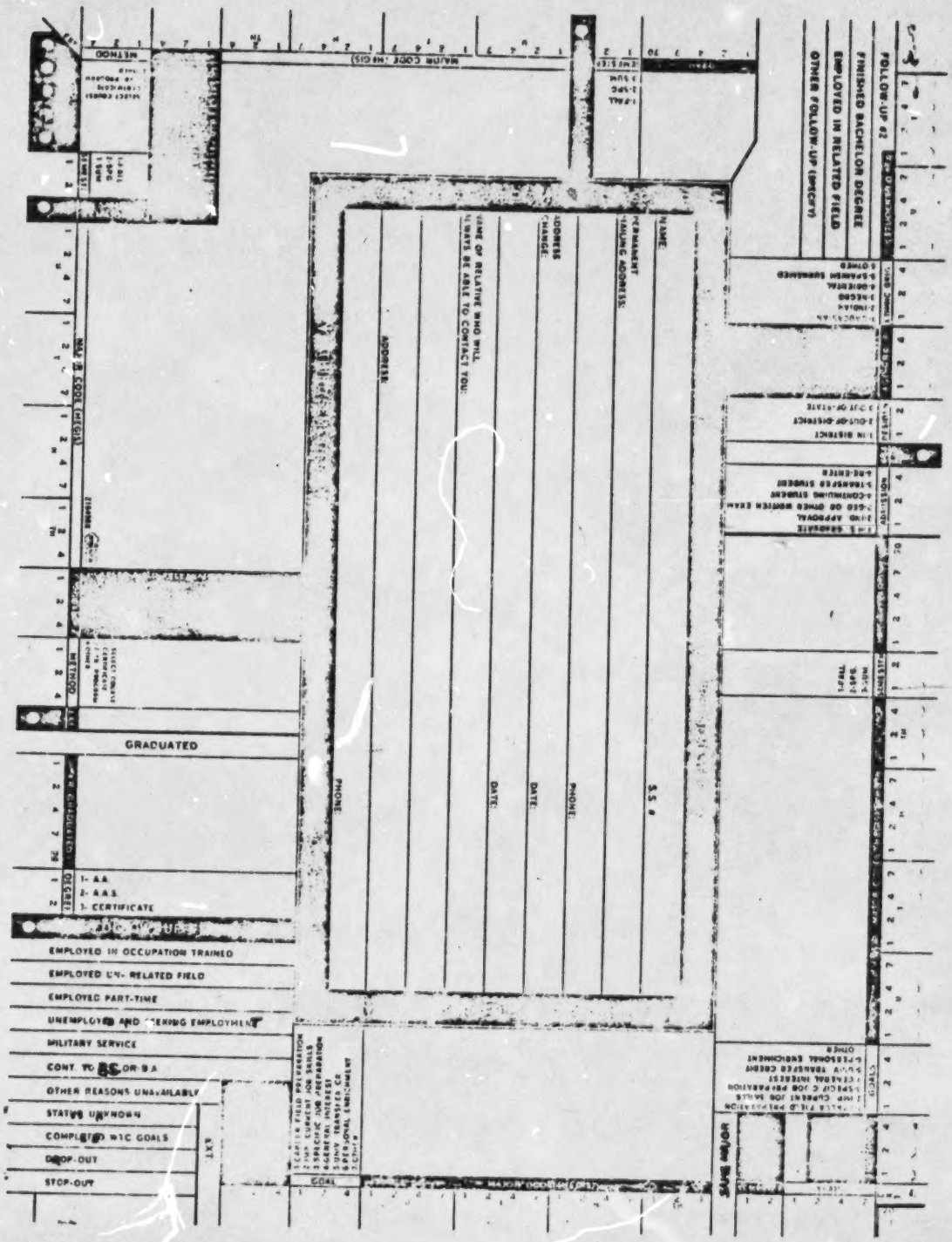
Future Plans for Follow-Up at WTC

Future plans for follow-up at Western Texas College will include continuance of the Student Educational Intent card as well as the graduate, non-returning student, and employer questionnaire forms. The forms may be revised to some extent, and a master schedule will be devised to determine the frequency of each survey.

Further use of the student flow model in an expanded form is also planned. Hopefully, the model can be expanded to include experience after goal completion. Among items to be included are post-completion work experience (related, unrelated, successful, unsuccessful, duration of initial position, etc.), further education pursued and outcomes of such education, and other similar items. Still other flow models will be developed for other student groups.

APPENDIX I

SAMPLE OF STUDENT MASTER CARD



APPENDIX II

SAMPLE OF STUDENT INTENT CARDS

SEI Card, Spring 1975

WESTERN TEXAS COLLEGE

Name _____
(Last) (First) (M.I.)

SS# ☐☐☐-☐☐-☐☐☐☐

Major _____

Major field code ☐☐☐☐ (See major code table)

CHECK APPROPRIATE BOX(ES) WITHIN EACH OF THE 5 CATEGORIES BELOW:

1 A. Are you currently employed?
- 1 ☐ No
- 2 ☐ Yes, in what field?

"Undecided" majors Skip to [2]

- 1 ☐ In my major field of study.
- 2 ☐ In a related field.
- 3 ☐ In an unrelated field.

B. Have you ever been employed in the field of your above stated major?
- 1 ☐ Yes
- 2 ☐ No

2 My PRIMARY educational goal in attending this college is:
- 1 ☐ Career field preparation
- 2 ☐ Improvement of current job skills
- 3 ☐ Specific job preparation
- 4 ☐ General interest
- 5 ☐ University transfer credit
- 6 ☐ Personal enrichment
- 7 ☐ Other (describe) _____

3 I expect to accomplish this goal by means of:
- 1 ☐ Selected course(s)
- 2 ☐ Certificate Program
- 3 ☐ Two-year Associate Degree Program
- 4 ☐ Other (describe) _____

4 A. Do you expect to complete your goal by the end of this semester?
- 1 ☐ Yes
- 2 ☐ No

B. Do you plan to RE-ENROLL at this college?
- 1 ☐ Yes; when → 1 ☐ Next Fall, 2 ☐ Next Spring, 3 ☐ Next Summer, 4 ☐ At a later date
- 2 ☐ No
- 3 ☐ Undecided

5 How definite are you concerning your above stated educational goal?
- 1 ☐ Definite
- 2 ☐ Fairly definite, subject to change
- 3 ☐ Not at all definite

DO NOT WRITE IN THIS SPACE

Spring 1975

SEI Card, Fall 1975

F01-1-G (SEI) F 75

WESTERN TEXAS COLLEGE

Name _____
(Last) (First) (MI)

SS# ☐☐☐-☐☐-☐☐☐☐

Major _____

For College use only ☐☐☐☐

CHECK APPROPRIATE BOX(ES) WITHIN EACH OF THE 6 QUESTION SECTIONS BELOW.

1 Are you currently working on a job for which you receive wages?
- 1 ☐ Yes; how many hours per week? _____
- 2 ☐ No

2 Do you have "work experience" in your major field of study? (Undeclared/ Undecided majors skip to [3])
- 1 ☐ Yes
- 2 ☐ No

3 My PRIMARY educational goal in attending this college is:
- 1 ☐ Improvement of existing "job skills"
- 2 ☐ Preparation for job to be obtained
- 3 ☐ University transfer credit
- 4 ☐ Personal interest
- 5 ☐ Other (describe) _____

4 I expect to accomplish this goal by means of:
- 1 ☐ Selected course(s)
- 2 ☐ Certificate Program
- 3 ☐ Two-year Associate Degree Program
- 4 ☐ Other (describe) _____

5 A. Do you expect to complete your goal AT THIS COLLEGE by the end of this semester?
- 1 ☐ Yes
- 2 ☐ No

B. Do you plan to enroll at this college in the future?
- 1 ☐ Yes; when → 1 ☐ Next Fall, 2 ☐ Next Spring, 3 ☐ Next Summer, 4 ☐ At a later date
- 2 ☐ No
- 3 ☐ Undecided

6 How definite are you concerning your above stated educational goal?
- 1 ☐ Definite
- 2 ☐ Fairly definite, subject to change
- 3 ☐ Not at all definite

APPENDIX III

GRADUATE QUESTIONNAIRE FORM

BLOCK (READ) 175

WESTERN TEXAS COLLEGE

PROJECT FOLLOW-UP

Please make corrections to the information above if necessary.

DEAR GRADUATE:

WE ARE CONTINUALLY STRIVING TO IMPROVE OUR CURRICULUM THROUGH PERIODIC COMMUNICATION WITH OUR GRADUATES. YOU CAN HELP US TO HELP OTHERS BY TAKING A FEW MINUTES TO COMPLETE THIS GRADUATE SURVEY. IT WILL ONLY REQUIRE A FEW MINUTES OF YOUR TIME. YOUR RESPONSES WILL NOT BE USED INDIVIDUALLY BUT WILL BE GROUPED TOGETHER WITH THOSE OF YOUR CLASSMATES AND WILL BE USED ONLY FOR THIS STUDY.

PLEASE COMPLETE THIS SURVEY FORM AS SOON AS POSSIBLE AND RETURN IT TO US IN THE ENCLOSED SELF-ADDRESSED, STAMPED ENVELOPE. FEEL FREE TO MAKE ANY COMMENTS WHICH YOU BELIEVE WILL HELP US DEVELOP A STRONGER EDUCATIONAL INSTITUTION. THANK YOU.

For College Use Only:

m ☐ certificate
o ☐ AA
k ☐ AAS

☐☐☐☐

PLEASE CHECK APPROPRIATE BLOCK(S) WITHIN EACH CATEGORY BELOW.

BEGIN HERE

SECTION A

Do not write in this column.

1 What was your PRIMARY purpose in completing your degree or certificate program at our college?

1 ☐ Improvement of existing "job skills"
2 ☐ Preparation for job to be obtained
3 ☐ University transfer credit
4 ☐ General interest
5 ☐ Personal enrichment
6 ☐ Other (describe)_____

2 What best describes your present status? CHECK ALL THAT APPLY

1 ☐ Employed, full time
2 ☐ Employed, part time
3 ☐ Unemployed
4 ☐ Full-time homemaker
5 ☐ Looking for work
6 ☐ Enrolled in two-year college
7 ☐ Enrolled in four-year college
8 ☐ Other (describe)_____

3 Please rate those courses in your major field of study according to how well they fulfilled your own individual needs.

	Very Good	Good	Neutral	Poor	Very Poor
a. Quality of instruction	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Grading/Testing procedures	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Instructor interest	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Content of course(s)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Use of instructional media	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Class size	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

4 Please rate only those college services below that you have utilized according to how well they fulfilled your own individual needs.

	Very Good	Good	Neutral	Poor	Very Poor
a. Financial aids	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Counseling	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Placement assistance	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Health clinic/services	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Tutoring services	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Veterans services	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Learning lab/packages	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. Student activities	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i. Library services	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

SECTION B

IF YOU HAVE CONTINUED YOUR EDUCATION AT ANOTHER COLLEGE, PLEASE ANSWER THIS SECTION. IF NOT, GO TO SECTION C.

Do not write in this column.

1 What is the name of your current (or most recently attended) college?

Name

City and State

2 Did you have problems transferring to the college indicated above?

1 ☐ Yes; what?-▶ 1 ☐ Transferring credit hours
2 ☐ No 2 ☐ Transcript problems
3 ☐ Admission problems
4 ☐ Other (describe)_____

3 How many credit hours earned at our college were not accepted at the college indicated above?

1 ☐ All credit hours accepted
2 ☐ Lost 1 - 3 credit hours
3 ☐ Lost 4 - 6 credit hours
4 ☐ Lost 7 - 12 credit hours
5 ☐ Lost 13 - 20 credit hours
6 ☐ Lost more than 21 credit hours

4 If you are currently enrolled in college, please indicate your current status and classification at the college indicated above.

Status	Classification
1 ☐ Part-time student (Less than 12 hours)	1 ☐ Junior
2 ☐ Full-time student (12 or more hours)	2 ☐ Senior
	3 ☐ Graduate student
	4 ☐ Other_____

5 How well did the program you completed at our college prepare you for continuing your education?

1 ☐ My preparation was excellent
2 ☐ My preparation was satisfactory
3 ☐ Good in some areas only
4 ☐ Fair, but all areas could have been better
5 ☐ My preparation was inadequate

OVER PLEASE!

BACKSIDE OF GRADUATE QUESTIONNAIRE FORM

SECTION C — IF YOU ARE EMPLOYED, PLEASE ANSWER THIS SECTION.

Do not write in this column.

1 a. Is your present occupation related to the courses you have completed at our college?

1 ☐ Yes, directly related
2 ☐ Yes, related
3 ☐ No

b. IF NO, have you been employed in an occupation related to the program you completed since your date of graduation?

1 ☐ Yes, directly related
2 ☐ Yes, related
3 ☐ No (If NO, go to Section D)

2 Please complete the below information regarding the occupational area related to the program you completed.

_____ Job title

_____ Name of Employer

_____ Street address of Employer

_____ City of Employment

3 How would you rate the training you received at our college in relation to its usefulness to you in performing your job?

1 ☐ Very poor 3 ☐ Neutral 4 ☐ Very good
2 ☐ Poor 5 ☐ Good

4 Please check below if the course(s) you took at our college helped you in your occupation in any of the following ways.

1 ☐ Helped to obtain job
2 ☐ Helped performance on present job
3 ☐ Helped advance on present job
4 ☐ None of the above
5 ☐ Other (describe)_____

5 If you are employed full-time, please indicate your approximate average monthly salary range below. This information, when combined with other members of your graduating class, will provide valuable information to other individuals in career planning.

1 ☐ Up to $300
2 ☐ $300 to $399
3 ☐ $400 to $499
4 ☐ $500 to $599
5 ☐ $600 to $699
6 ☐ $700 to $799
7 ☐ $800 to $899
8 ☐ $900 to $999
9 ☐ $1,000 to $1,099
10 ☐ $1,100 to $1,199
11 ☐ $1,200 - Up

6 Were you employed in your present occupation prior to completing your program at our college?

1 ☐ No 2 ☐ Yes

7 How would you rate the availability of jobs in your present occupational area?

1 ☐ Very good
2 ☐ Good
3 ☐ Neutral
4 ☐ Poor
5 ☐ Very poor

SECTION D — EVERYONE SHOULD ANSWER THIS SECTION.

Do not write in this column.

1 If your current "primary field of employment" is not related to the program you have completed at our college (as specified in Section C) please check each reason which applies. If program is related to employment, go to Question 2.

1 ☐ Transferred to a four-year college
2 ☐ Not sufficiently qualified for a job in my field of college preparation
3 ☐ Preferred to work in another field
4 ☐ Found better paying job in another field
5 ☐ Could not find a job in field of preparation
6 ☐ Worked previously in field of preparation, but changed
7 ☐ Other (describe)_____

2 How do you see the course(s) completed at our college in terms of your career plans:

1 ☐ of immediate, direct benefit
2 ☐ of long term, direct benefit
3 ☐ of indirect benefit
4 ☐ of no benefit

3 Are you interested in taking other courses at our college? You may include courses not presently offered by our college.

1 ☐ No
2 ☐ Yes; what course(s)_____

4 We would appreciate any comments regarding how we could improve the program you have completed and/or services we have provided.

Please use back of college letter if additional space is needed.

THANK YOU FOR ASSISTING US IN OUR SURVEY! PLEASE RETURN THIS FORM IN THE PRE-PAID ENVELOPE AS SOON AS POSSIBLE!

APPENDIX IV

NON-RETURNING STUDENT QUESTIONNAIRE FORM

FQ3-1-A (NRS) 1/78

WESTERN TEXAS COLLEGE

PROJECT FOLLOW-UP

TO PROVIDE YOU WITH WORTHWHILE COURSES AND SERVICES, WE PERIODICALLY CONDUCT SURVEYS TO FIND OUT IF WE ARE LIVING UP TO YOUR EXPECTATIONS. OUR RECORDS INDICATE THAT YOU ENROLLED FOR A PREVIOUS SEMESTER AND DID NOT RETURN FOR THE CURRENT SEMESTER. BECAUSE OF THIS, WE ARE REQUESTING THAT YOU RESPOND TO THE BELOW QUESTIONS. IT IS ONLY THROUGH YOUR RESPONSE THAT WE CAN LIVE UP TO YOUR EXPECTATIONS. ANSWERS TO QUESTIONS ON INDIVIDUAL FORMS ARE CONFIDENTIAL AND WILL NOT AFFECT YOUR STATUS WITH THIS COLLEGE IN ANY WAY. PLEASE CALL US IF WE CAN SUPPLY ADDITIONAL INFORMATION OR ANSWER ANY QUESTIONS ABOUT THIS FORM.

THANK YOU.

Please make corrections to the information above if necessary.

PLEASE CHECK APPROPRIATE BLOCK(S) WITHIN EACH CATEGORY BELOW.

BEGIN HERE — SECTION A (Do not write in this column.)

1 What was your PRIMARY objective(s) in attending our two-year college?

1 ☐ Improvement of existing "job skills"
2 ☐ Preparation for job to be obtained
3 ☐ University transfer credit
4 ☐ Personal interest
5 ☐ Other (describe)_____

2 To what extent has this objective been completed?

1 ☐ Fully completed
2 ☐ Partially completed
3 ☐ Not completed

3 Do you plan to pursue this objective further?

1 ☐ Yes; where? 1 ☐ At our college, 2 ☐ At another college, 3 ☐ Other (describe)_____
2 ☐ No

4 How much education is (or was) required to accomplish your educational objective at our college?

1 ☐ Selected course(s)
2 ☐ Certificate program
3 ☐ Two-year associate degree program
4 ☐ Other (describe)_____

5 What was your principal reason(s) for NOT re-enrolling at our college this semester?

1 ☐ Completed needed courses
2 ☐ Transportation problems
3 ☐ Transferred to another college
4 ☐ Found or changed job(s)
5 ☐ Conflicting job hours
6 ☐ Financial reasons
7 ☐ Change of residence
8 ☐ Grade problems
9 ☐ Dissatisfied with instruction
10 ☐ Dissatisfied with content of courses
11 ☐ Personal/family illness or injury
12 ☐ Other personal/family reasons
13 ☐ Other (describe)_____

6 Which statement best describes your feeling about your educational experience at our college? (Do not write in this column.)

1 ☐ Very satisfied, 2 ☐ Satisfied, 3 ☐ Neutral, 4 ☐ Very disappointed, 5 ☐ Disappointed

7 If you have completed courses in your MAJOR FIELD OF STUDY please rate them according to how well they fulfilled your individual needs. Students with "undecided/undeclared" majors should skip to next question.

	Very Good	Good	Neutral	Poor	Very Poor
a. Quality of instruction	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Grading/Testing procedures	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Instructor interest	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Content of course(s)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Use of instructional media	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Class size	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

8 If you have used any of the below college services, please rate them according to how well they fulfilled your individual needs.

	Very Good	Good	Neutral	Poor	Very Poor
a. Financial aids	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Counseling	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Job placement services	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Health clinic/services	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Tutoring services	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Veterans services	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Learning lab/packages	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. Student activities	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i. Library services	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

9 Which best describes your present status? CHECK ALL THAT APPLY!

1 ☐ Unemployed
2 ☐ Looking for work
3 ☐ Full-time homemaker
4 ☐ Enrolled in two-year college
5 ☐ Enrolled in four-year college
6 ☐ Employed, full time
7 ☐ Employed, part time
8 ☐ Military service
9 ☐ Other (describe)_____

OVER PLEASE!

BACKSIDE OF NON-RETURNING STUDENT QUESTIONNAIRE FORM

SECTION B — IF YOU ARE EMPLOYED, PLEASE ANSWER THIS SECTION.

Do not write in this space.

1 Is your present occupation related to the courses you have completed at our college?

1 ☐ Yes, directly related
2 ☐ Yes, related
3 ☐ NO (IF NO, go to Section C)

2 Please check below if the course(s) you took at our college helped you in your occupation in any of the following ways.

1 ☐ Helped to obtain job
2 ☐ Helped performance on present job
3 ☐ Helped advance on present job
4 ☐ None of the above
5 ☐ Other (describe)_____

3 How would you rate the training you received at our college in relation to its usefulness to you in performing your job?

1 ☐ Very poor 3 ☐ Neutral 4 ☐ Very good
2 ☐ Poor 5 ☐ Good

4 Would you recommend the course(s) taken at our college to others employed in positions similar to yours?

1 ☐ No 2 ☐ Undecided 3 ☐ Yes

5 Were you employed in your present occupation prior to enrolling in the course(s) completed at our college?

1 ☐ No 2 ☐ Yes

SECTION C — IF YOU HAVE CONTINUED YOUR EDUCATION, PLEASE ANSWER THIS SECTION.

1 What is the name of your current (or most recently attended) college?

_____
Name
_____
City and State

2 Did you have problems transferring to the college indicated above?

1 ☐ Yes; what?- 1 ☐ Transferring credit hours
2 ☐ No 2 ☐ Transcript problems
3 ☐ Admission problems
4 ☐ Other (describe)_____

3 How many credit hours earned at our college were not accepted at the college indicated above?

1 ☐ All credit hours accepted
2 ☐ Lost 1 - 3 credit hours
3 ☐ Lost 4 - 6 credit hours
4 ☐ Lost 7 - 12 credit hours
5 ☐ Lost 13 - 20 credit hours
6 ☐ Lost more than 21 credit hours

4 In your opinion, how well did our college prepare you for continuing your education?

1 ☐ Very good 3 ☐ Fair 4 ☐ Poor
2 ☐ Good 5 ☐ Very poor

5 If you are currently enrolled in college please indicate your current status and classification at the college indicated above.

Status	Classification
1 ☐ Part-time student (Less than 12 hours)	1 ☐ Freshman
2 ☐ Full-time student (12 or more hours)	3 ☐ Sophomore
	3 ☐ Junior
	4 ☐ Senior
	5 ☐ Graduate student

SECTION D — ALL STUDENTS SHOULD ANSWER THIS SECTION.

Do not write in this space.

1 Approximately how many credit hours have you completed at our college?

1 ☐ None 5 ☐ 31 - 40
2 ☐ 1 - 10 6 ☐ 41 - 50
3 ☐ 11 - 20 7 ☐ 51 - 60
4 ☐ 21 - 30 8 ☐ More than 60

2 How do you see the course(s) completed at our college in terms of your career plans:

1 ☐ of immediate, direct benefit
2 ☐ of long term direct benefit
3 ☐ of indirect benefit
4 ☐ of no benefit

3 Are you interested in taking other courses at our college? You may include courses not presently offered by our college.

1 ☐ No
2 ☐ Yes; what course(s)_____

4 We would appreciate any comments regarding how we could improve the course(s) you have completed and/or services we have provided. Please list the specific course(s) and/or service(s) discussed.

THANK YOU FOR ASSISTING US IN OUR SURVEY! PLEASE RETURN THIS FORM IN THE PRE-PAID ENVELOPE AS SOON AS POSSIBLE!

APPENDIX V

EMPLOYER QUESTIONNAIRE FORM

WESTERN TEXAS COLLEGE

PROJECT FOLLOW-UP

Please make corrections to the information above if necessary.

The person(s) listed below is a recent graduate of one of our 2-year Associate Degree vocational/technical programs. Since we are very aware of the importance of fulfilling employer and student training needs, we periodically conduct follow-up surveys of our graduates to assist us in determining our degree of success. In our survey of graduates, we ask for the name and address of employers for the purpose of making periodic contacts with individuals such as yourself who may be willing to supply us with information regarding an "opinion of the training received by the program graduate". In this way, we hope to make the best use of our available resources to fulfill your needs. If we can answer any questions or supply additional information about the survey, please let us know.

Thank you.

NAME	JOB TITLE	PROGRAM

EMPLOYER

A If the job title and status of the above named graduate(s) accurate?

1 ☐ Yes
2 ☐ No; IF NO, please describe change(s).

B What is your relationship with the above named graduate(s)?

1 ☐ Employer
2 ☐ Supervisor
3 ☐ Personnel staff
4 ☐ Co-worker
5 ☐ Other (describe)_____

OVER PLEASE!

BACKSIDE OF EMPLOYER QUESTIONNAIRE FORM

PLEASE CHECK APPROPRIATE BLOCK(S) WITHIN EACH CATEGORY BELOW

1 Please rate the training received by the graduate(s) in the following personal skill areas. Please respond only to those areas you feel are appropriate.

	Very Good	Good	Neutral	Poor	Very Poor
a. Accepting responsibility	1	2	3	4	5
b. Punctuality	1	2	3	4	5
c. Personal initiative	1	2	3	4	5
d. Willingness to learn	1	2	3	4	5
e. Cooperation with co-workers	1	2	3	4	5
f. Cooperation with management	1	2	3	4	5
g. Work attendance	1	2	3	4	5
h. Work attitude	1	2	3	4	5
i. Personal appearance	1	2	3	4	5
j. Compliance with policies	1	2	3	4	5

2 Please rate the training received by the graduate in the following technical skill areas. Please respond only to those areas you feel are applicable to the occupational area.

	Very Good	Good	Neutral	Poor	Very Poor
a. Mathematical skills	1	2	3	4	5
b. Technical knowledge	1	2	3	4	5
c. Organizational ability	1	2	3	4	5
d. Communication skills	1	2	3	4	5
e. Problem solving skills	1	2	3	4	5
f. Work quality	1	2	3	4	5
g. Work quanity	1	2	3	4	5
h. Manual dexterity	1	2	3	4	5
i. Meeting the public	1	2	3	4	5
j. Following instructions	1	2	3	4	5
k. Operation of equipment	1	2	3	4	5

3 What is your overall rating of the training received by the graduate(s) named as it relates to the requirements of his or her job.

1. ☐ Very good
2. ☐ Good
3. ☐ Neutral
4. ☐ Poor
5. ☐ Very poor

4 What, in your opinion, is the job outlook for the two-year college graduate of the program(s) completed by the employee(s) named.

Present		Future
1 ☐	Very good	1 ☐
2 ☐	Good	2 ☐
3 ☐	Neutral	3 ☐
4 ☐	Poor	4 ☐
5 ☐	Very poor	5 ☐

5 As a result of the graduate's college training, how would you rate his or her preparation in relation to other employees without such college training?

1. ☐ No basis for opinion
2. ☐ Graduate is better prepared
3. ☐ Both are about the same
4. ☐ Graduate is less prepared

6 To what extent, if any, has the graduate's college training added to his or her ability for job placement and advancement?

1. ☐ Very much
2. ☐ Much
3. ☐ Neutral
4. ☐ Very little
5. ☐ None

7 What was the primary source(s) for the initial hiring of the graduate(s) named?

1. ☐ Employment agency
2. ☐ College faculty member
3. ☐ College job placement office
4. ☐ Mutual acquaintance
5. ☐ Applicant applied on own initiative
6. ☐ Other (describe) _____

A What suggestions do you have for improving the technical and/or personal skills of future graduates?

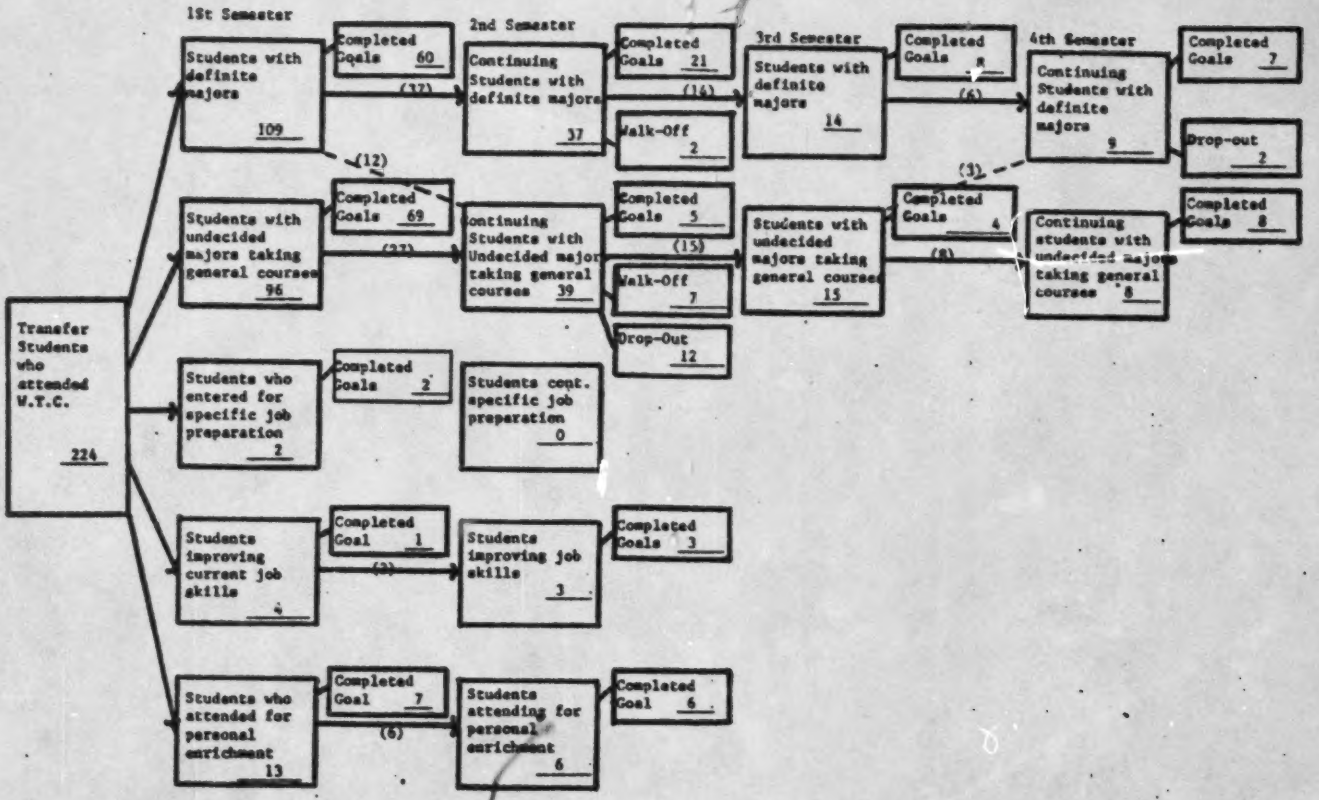
B What, in your opinion, are additional areas of training (job titles, skills, etc.) in which our college should become involved?

Please use back of college letter for additional comments.

THANK YOU FOR ASSISTING US IN OUR SURVEY. PLEASE RETURN THIS FORM IN THE PRE-PAID ENVELOPE AS SOON AS POSSIBLE!

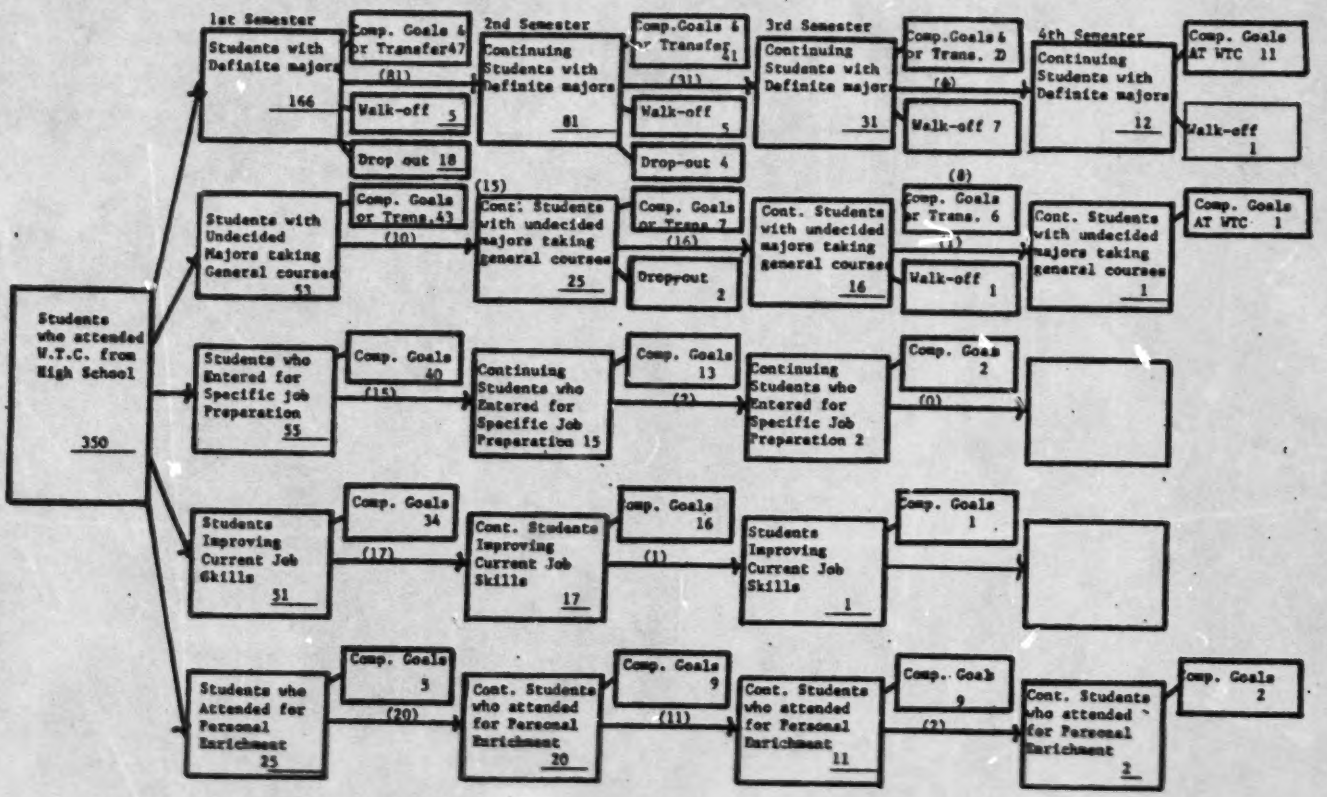
APPENDIX VI

FLOW CHART - TRANSFER STUDENTS



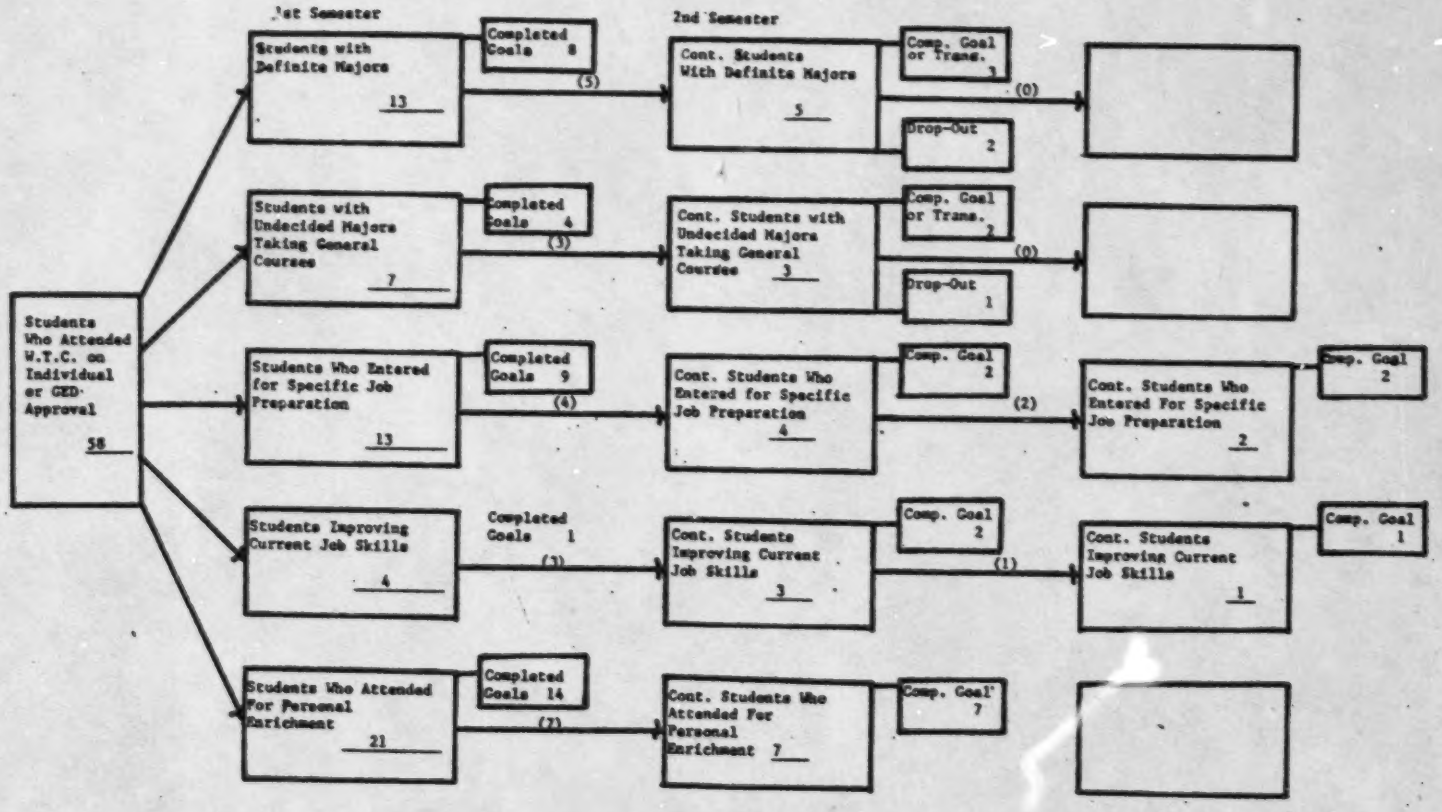
APPENDIX VII

FLOW CHARTS - HIGH SCHOOL GRADUATES

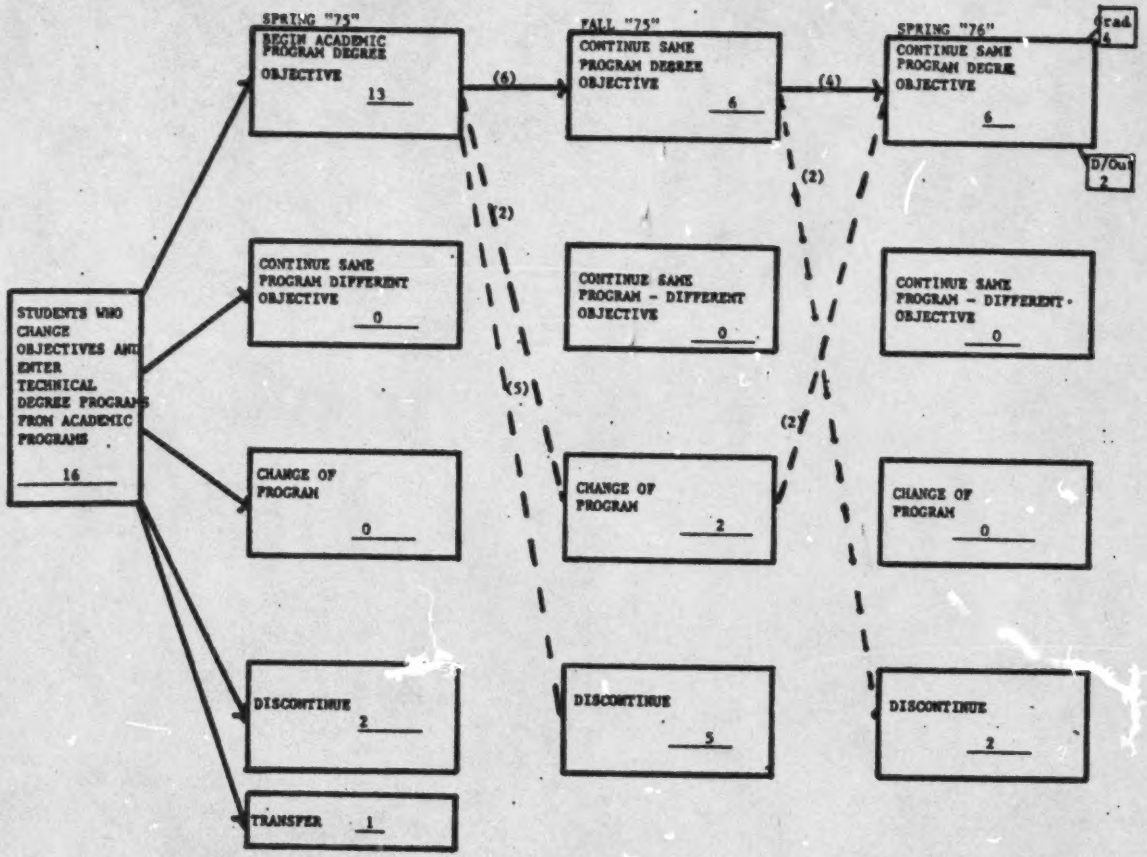


APPENDIX VIII

FLOW CHARTS - GED OR INDIVIDUAL APPROVAL

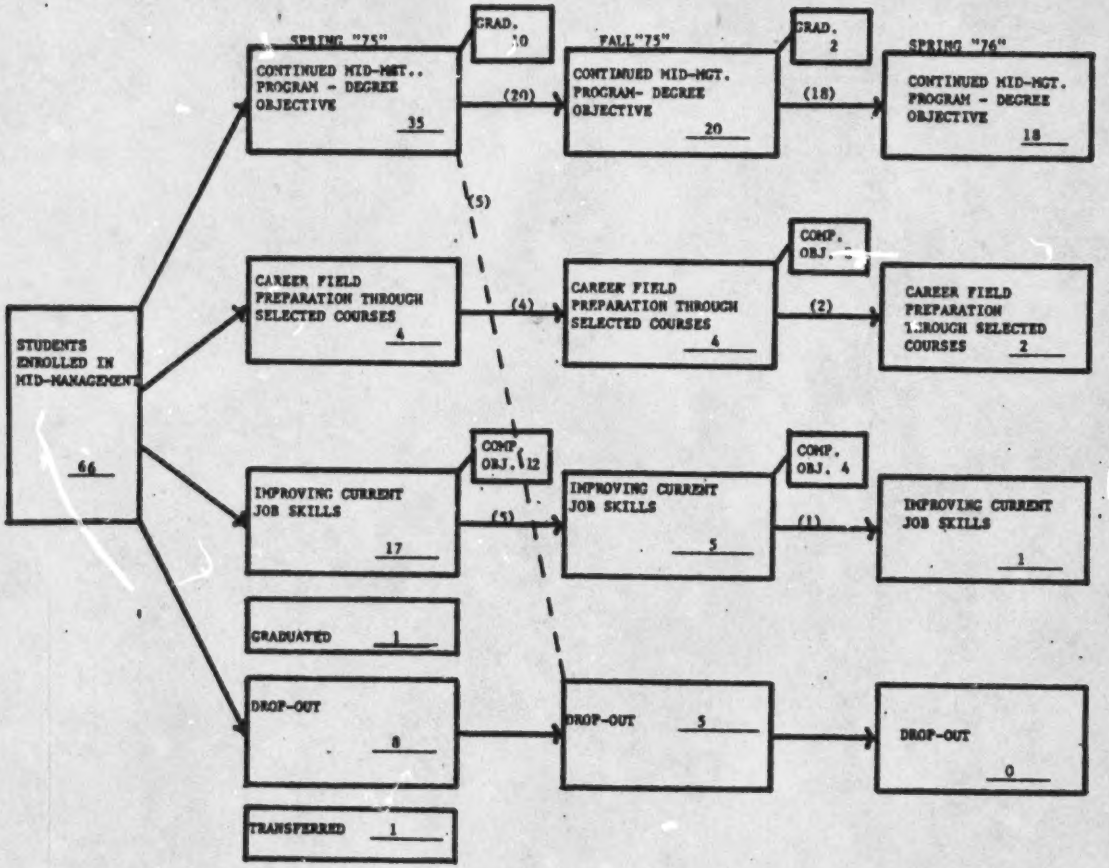

1st Semester
2nd Semester
Students Who Attended W.T.C. on Individual or GED Approval 58
Students with Definite Majors 13
Completed Goals 8
(5)
Cont. Students With Definite Majors 5
Comp. Goal or Trans. 3
(0)
Drop-Out 2
Students with Undecided Majors Taking General Courses 7
Completed Goals 4
(3)
Cont. Students with Undecided Majors Taking General Courses 3
Comp. Goal or Trans. 2
(0)
Drop-Out 1
Students Who Entered for Specific Job Preparation 13
Completed Goals 9
(4)
Cont. Students Who Entered for Specific Job Preparation 4
Comp. Goal 2
(2)
Cont. Students Who Entered For Specific Job Preparation 2
Comp. Goal 2
Students Improving Current Job Skills 4
Completed Goals 1
(1)
Cont. Students Improving Current Job Skills 3
Comp. Goal 2
(1)
Cont. Students Improving Current Job Skills 1
Comp. Goal 1
Students Who Attended For Personal Enrichment 21
Completed Goals 14
(7)
Cont. Students Who Attended For Personal Enrichment 7
Comp. Goal 7

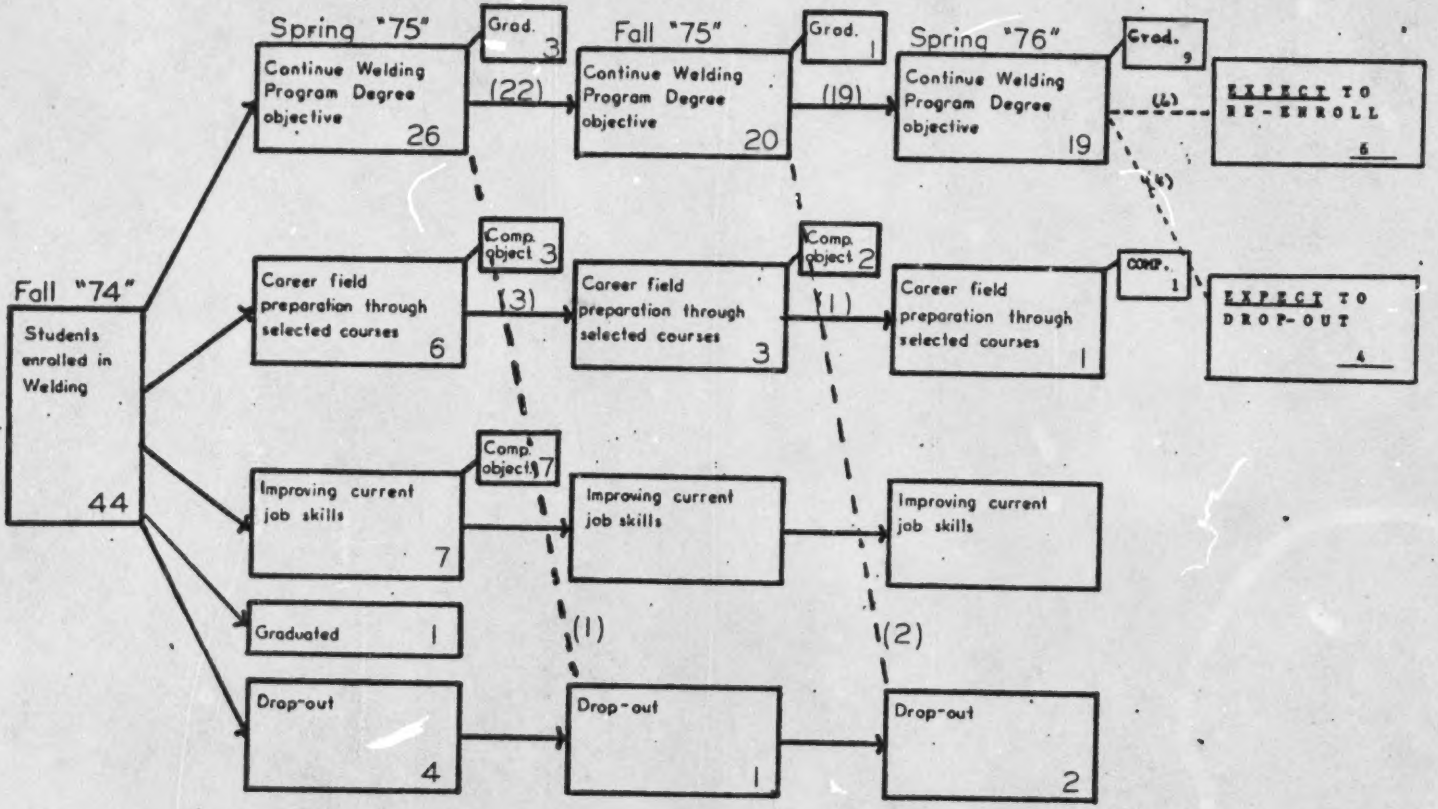
APPENDIX IX
FLOW CHART - CHANGE OF OBJECTIVE TO TECHNICAL



APPENDIX X

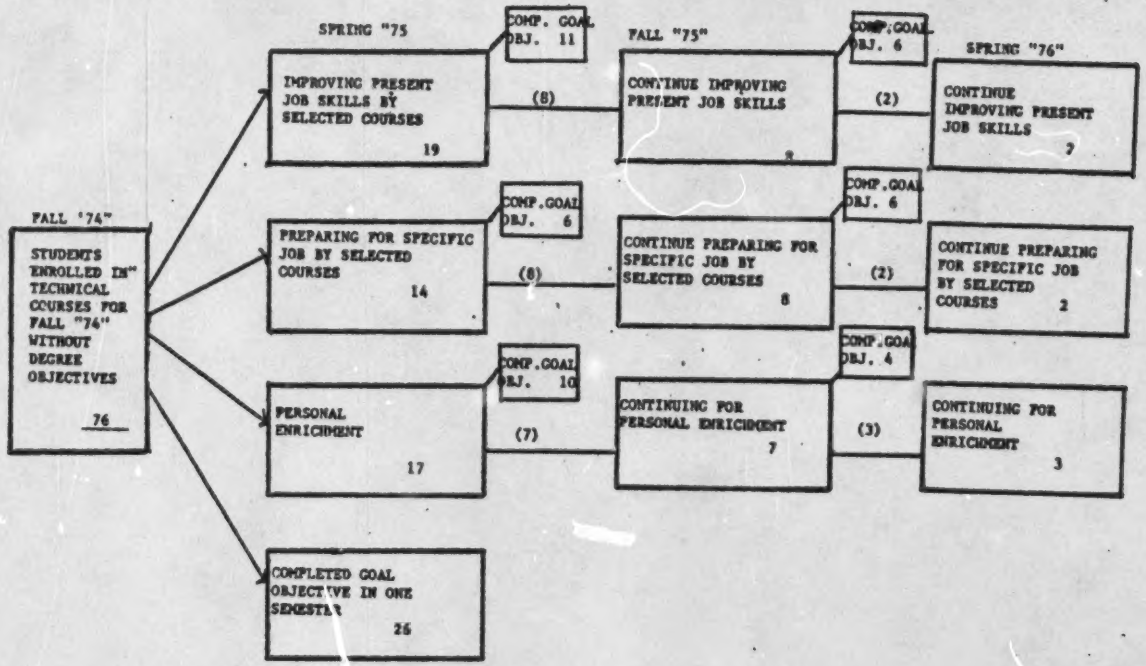
FLOW CHART - MID-MANAGEMENT

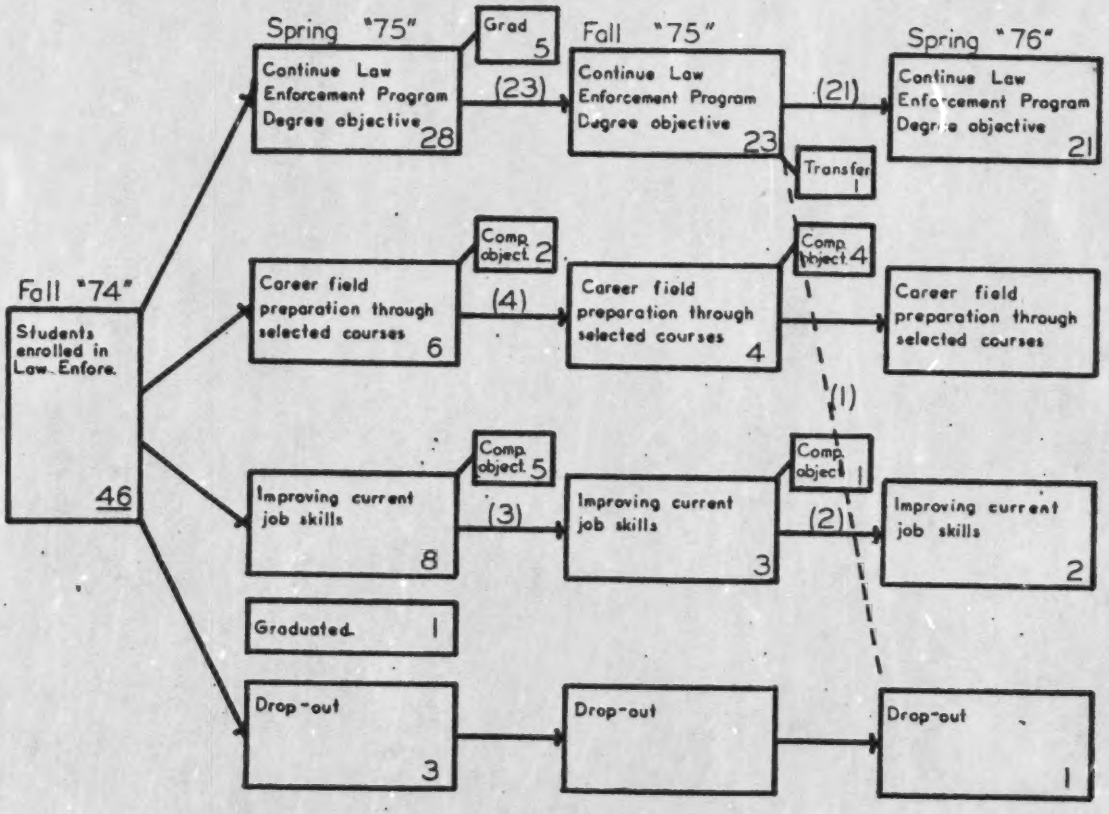



Spring "75"
Grad. 3
Fall "75"
Grad. 1
Spring "76"
Grad. 9
Continue Welding Program Degree objective 26
(22)
Continue Welding Program Degree objective 20
(19)
Continue Welding Program Degree objective 19
(4)
EXPECT TO RE-ENROLL 6
Fall "74"
Students enrolled in Welding 44
Comp. object 3
Career field preparation through selected courses 6
(3)
Career field preparation through selected courses 3
Comp. object 2
(1)
Career field preparation through selected courses 1
COMP. 1
EXPECT TO DROP-OUT 4
Comp. object 7
Improving current job skills 7
Improving current job skills
Improving current job skills
Graduated 1
(1)
(2)
Drop-out 4
Drop-out 1
Drop-out 2

APPENDIX XII

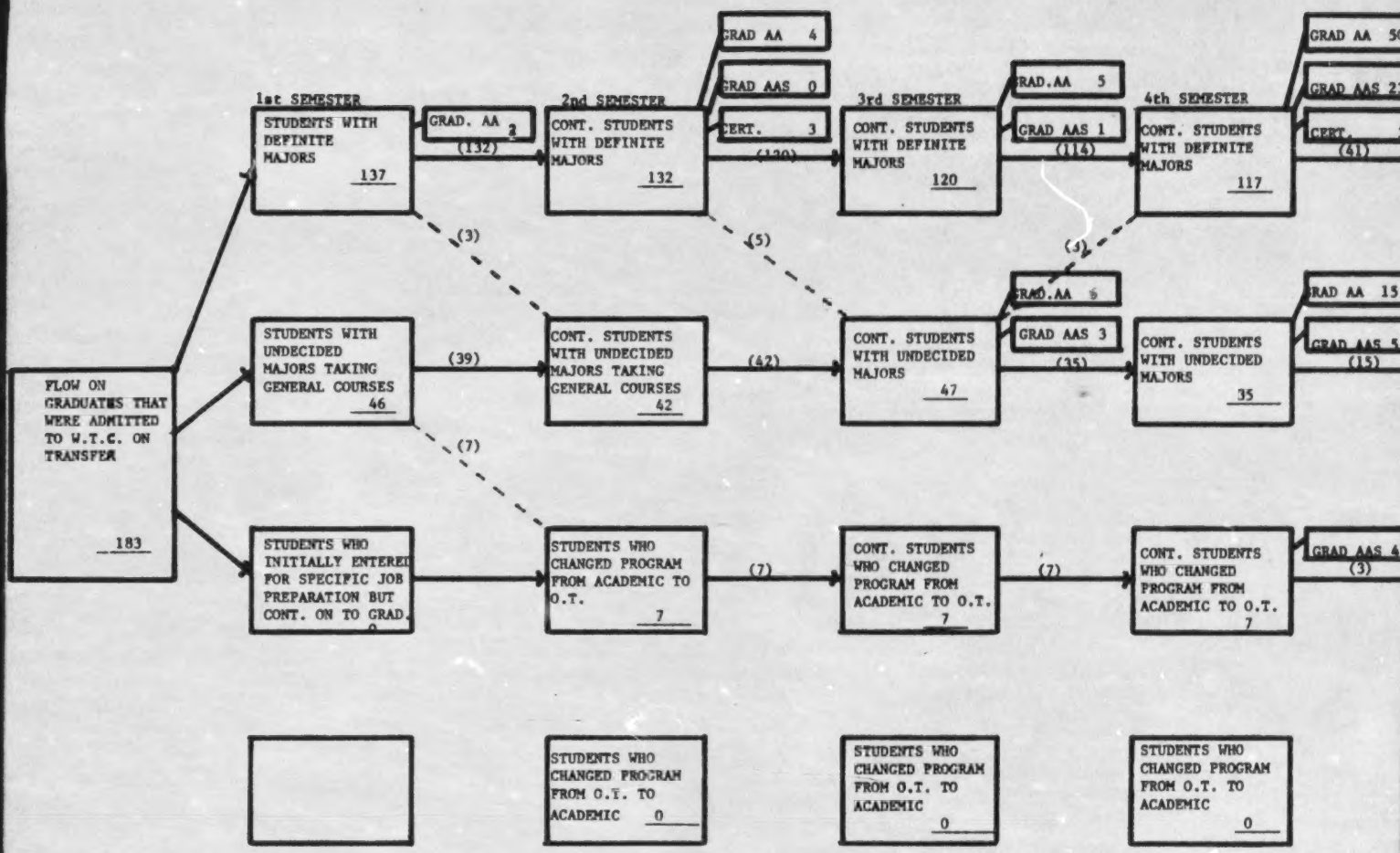
FLOW CHART FOR STUDENTS WITHOUT DEGREE OBJECTIVE




Spring "75"
Fall "75"
Spring "76"
Fall "74"
Students enrolled in Law. Enfore.
46
Continue Law Enforcement Program Degree objective
28
Grad
5
(23)
Continue Law Enforcement Program Degree objective
23
(21)
Continue Law Enforcement Program Degree objective
21
Transfer
1
Career field preparation through selected courses
6
Comp. object. 2
(4)
Career field preparation through selected courses
4
Comp. object. 4
Career field preparation through selected courses
(1)
Improving current job skills
8
Comp. object. 5
(3)
Improving current job skills
3
Comp. object 1
(2)
Improving current job skills
2
Graduated.
1
Drop-out
3
Drop-out
Drop-out
1

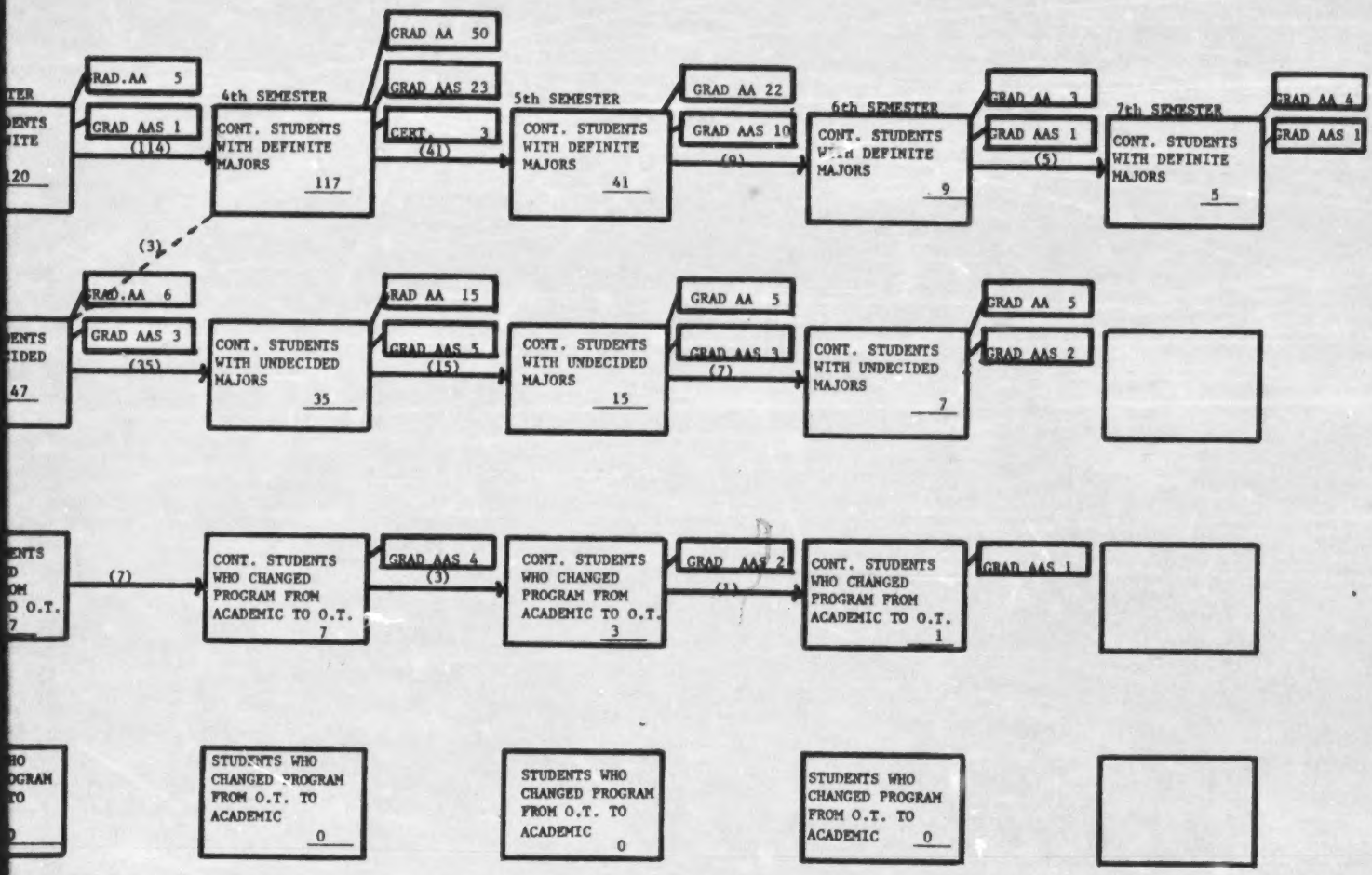
APPENDIX XIV

FLOW CHART - TRANSFERS WHO GRADUATED



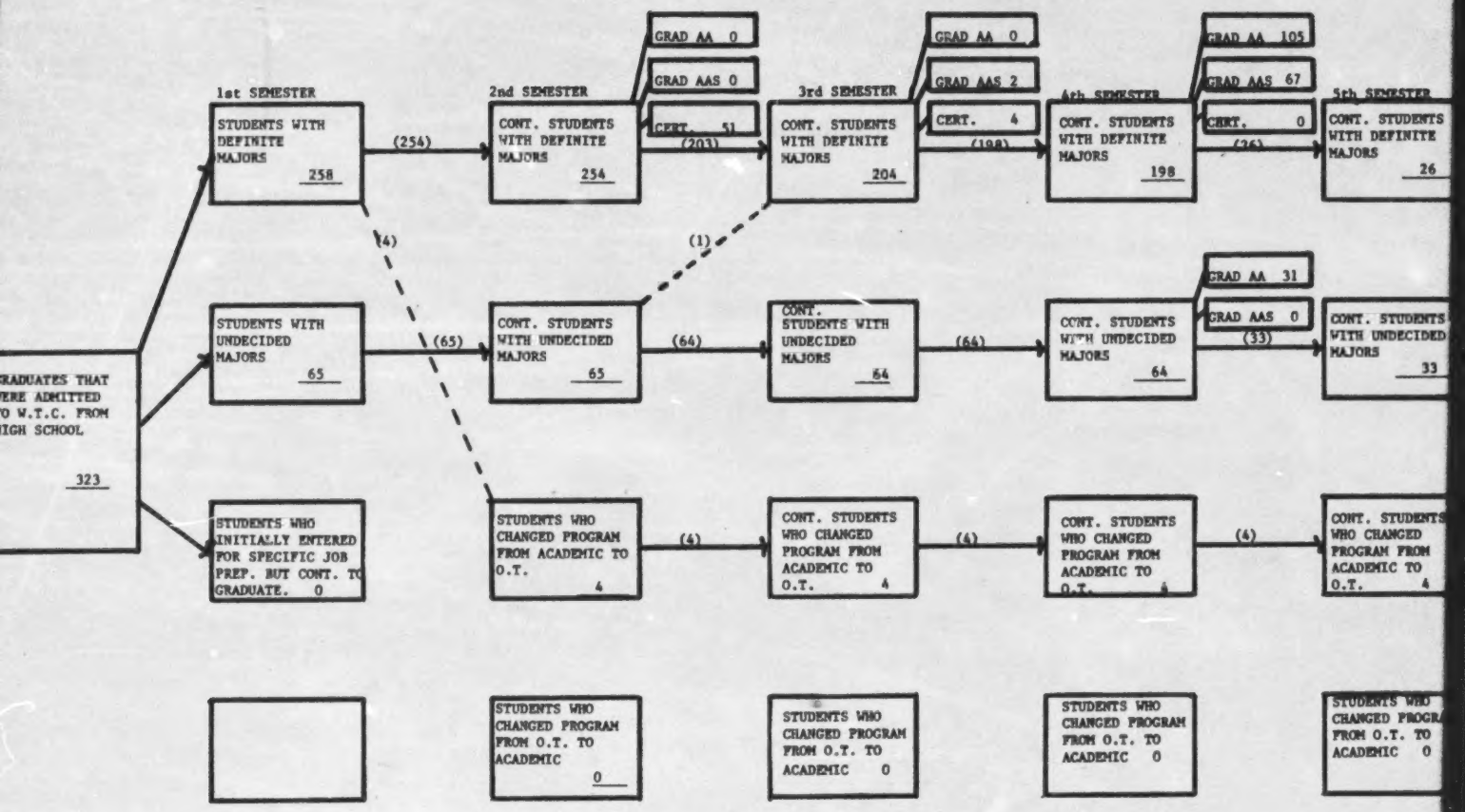
APPENDIX XIV

OW CHART - TRANSFERS WHO GRADUATED



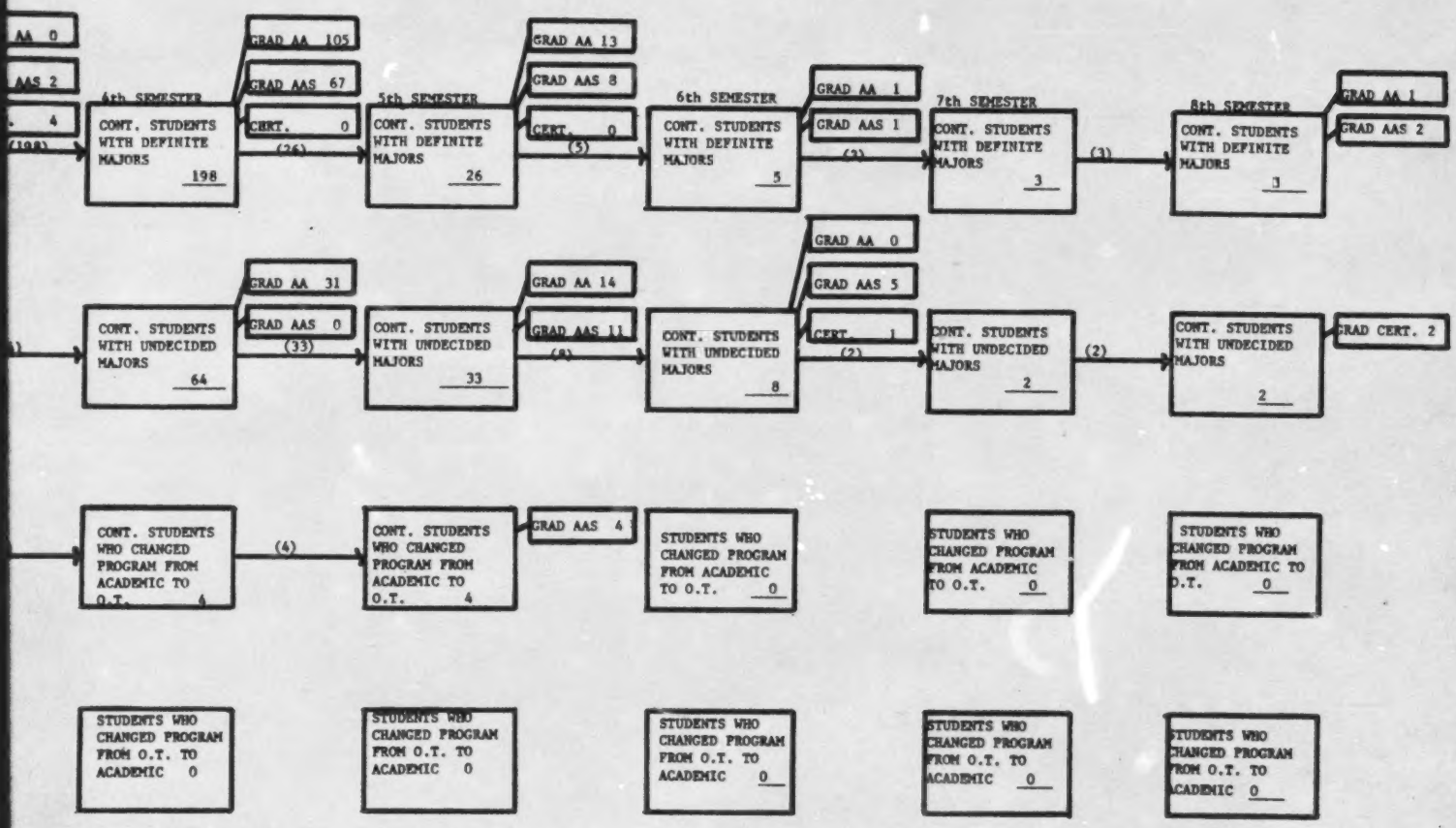
APPENDIX XV

FLOW CHART - HIGH SCHOOL GRADUATES WHO RECEIVED


1st SEMESTER
2nd SEMESTER
3rd SEMESTER
4th SEMESTER
5th SEMESTER
GRADUATES THAT WERE ADMITTED TO W.T.C. FROM HIGH SCHOOL 323
STUDENTS WITH DEFINITE MAJORS 258
(254)
CONT. STUDENTS WITH DEFINITE MAJORS 254
GRAD AA 0
GRAD AAS 0
CERT. 51
(203)
CONT. STUDENTS WITH DEFINITE MAJORS 204
GRAD AA 0
GRAD AAS 2
CERT. 4
(198)
CONT. STUDENTS WITH DEFINITE MAJORS 198
GRAD AA 105
GRAD AAS 67
CERT. 0
(26)
CONT. STUDENTS WITH DEFINITE MAJORS 26
(4)
(1)
STUDENTS WITH UNDECIDED MAJORS 65
(65)
CONT. STUDENTS WITH UNDECIDED MAJORS 65
(64)
CONT. STUDENTS WITH UNDECIDED MAJORS 64
(64)
CONT. STUDENTS WITH UNDECIDED MAJORS 64
GRAD AA 31
GRAD AAS 0
(33)
CONT. STUDENTS WITH UNDECIDED MAJORS 33
STUDENTS WHO INITIALLY ENTERED FOR SPECIFIC JOB PREP. BUT CONT. TO GRADUATE. 0
STUDENTS WHO CHANGED PROGRAM FROM ACADEMIC TO O.T. 4
(4)
CONT. STUDENTS WHO CHANGED PROGRAM FROM ACADEMIC TO O.T. 4
(4)
CONT. STUDENTS WHO CHANGED PROGRAM FROM ACADEMIC TO O.T. 4
(4)
CONT. STUDENTS WHO CHANGED PROGRAM FROM ACADEMIC TO O.T. 4
STUDENTS WHO CHANGED PROGRAM FROM O.T. TO ACADEMIC 0
STUDENTS WHO CHANGED PROGRAM FROM O.T. TO ACADEMIC 0
STUDENTS WHO CHANGED PROGRAM FROM O.T. TO ACADEMIC 0
STUDENTS WHO CHANGED PROGRAM FROM O.T. TO ACADEMIC 0

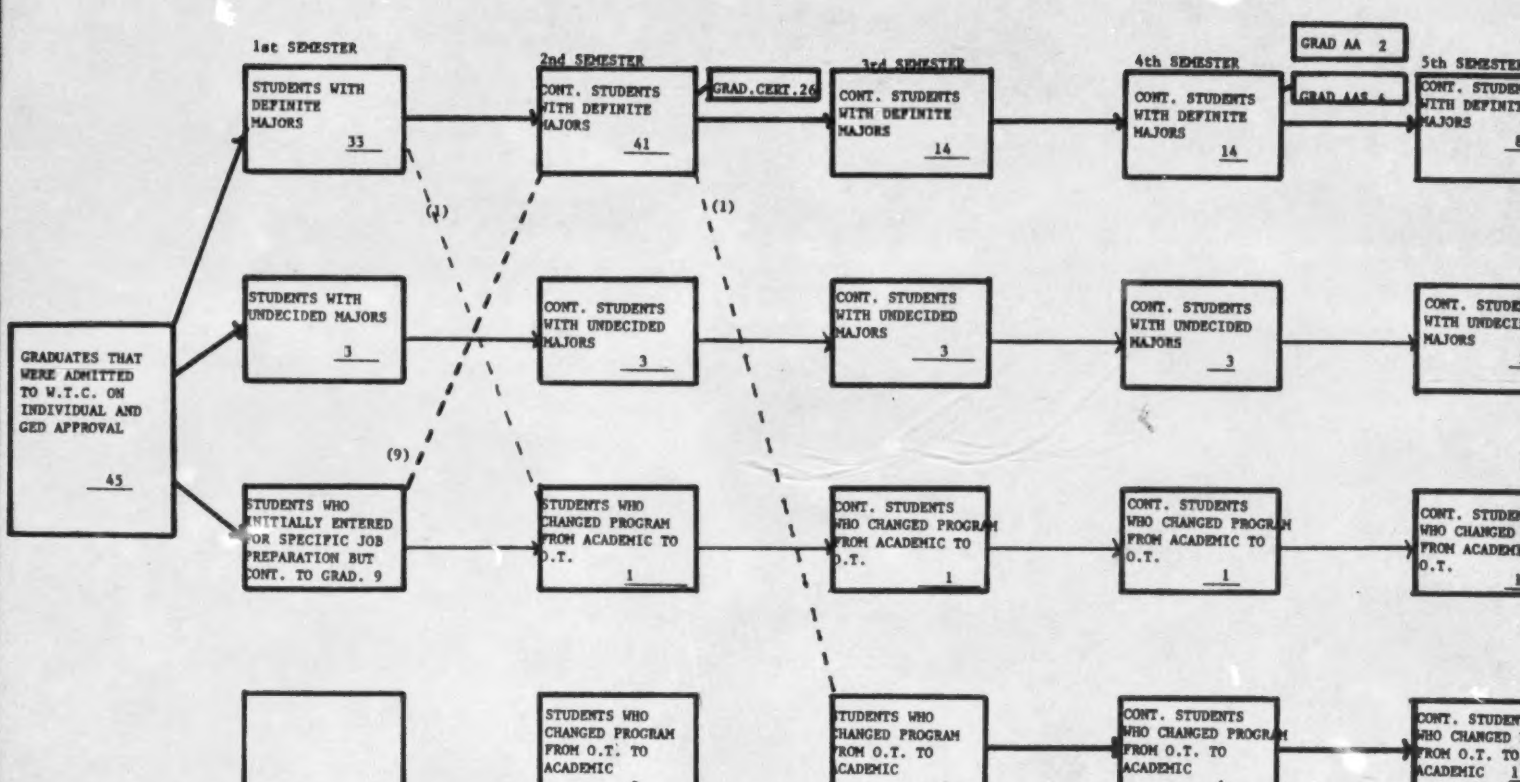
APPENDIX XV

- HIGH SCHOOL GRADUATES WHO RECEIVED DEGREES


AA 0
AAS 2
4
(198)
4th SEMESTER
CONT. STUDENTS WITH DEFINITE MAJORS 198
GRAD AA 105
GRAD AAS 67
CERT. 0
(26)
5th SEMESTER
CONT. STUDENTS WITH DEFINITE MAJORS 26
GRAD AA 13
GRAD AAS 8
CERT. 0
(5)
6th SEMESTER
CONT. STUDENTS WITH DEFINITE MAJORS 5
GRAD AA 1
GRAD AAS 1
(2)
7th SEMESTER
CONT. STUDENTS WITH DEFINITE MAJORS 3
(3)
8th SEMESTER
CONT. STUDENTS WITH DEFINITE MAJORS 3
GRAD AA 1
GRAD AAS 2
CONT. STUDENTS WITH UNDECIDED MAJORS 64
GRAD AA 31
GRAD AAS 0
(33)
CONT. STUDENTS WITH UNDECIDED MAJORS 33
GRAD AA 14
GRAD AAS 11
(8)
CONT. STUDENTS WITH UNDECIDED MAJORS 8
GRAD AA 0
GRAD AAS 5
CERT. 1
(2)
CONT. STUDENTS WITH UNDECIDED MAJORS 2
(2)
CONT. STUDENTS WITH UNDECIDED MAJORS 2
GRAD CERT. 2
CONT. STUDENTS WHO CHANGED PROGRAM FROM ACADEMIC TO O.T. 4
(4)
CONT. STUDENTS WHO CHANGED PROGRAM FROM ACADEMIC TO O.T. 4
GRAD AAS 4
STUDENTS WHO CHANGED PROGRAM FROM ACADEMIC TO O.T. 0
STUDENTS WHO CHANGED PROGRAM FROM ACADEMIC TO O.T. 0
STUDENTS WHO CHANGED PROGRAM FROM ACADEMIC TO O.T. 0
STUDENTS WHO CHANGED PROGRAM FROM O.T. TO ACADEMIC 0
STUDENTS WHO CHANGED PROGRAM FROM O.T. TO ACADEMIC 0
STUDENTS WHO CHANGED PROGRAM FROM O.T. TO ACADEMIC 0
STUDENTS WHO CHANGED PROGRAM FROM O.T. TO ACADEMIC 0
STUDENTS WHO CHANGED PROGRAM FROM O.T. TO ACADEMIC 0

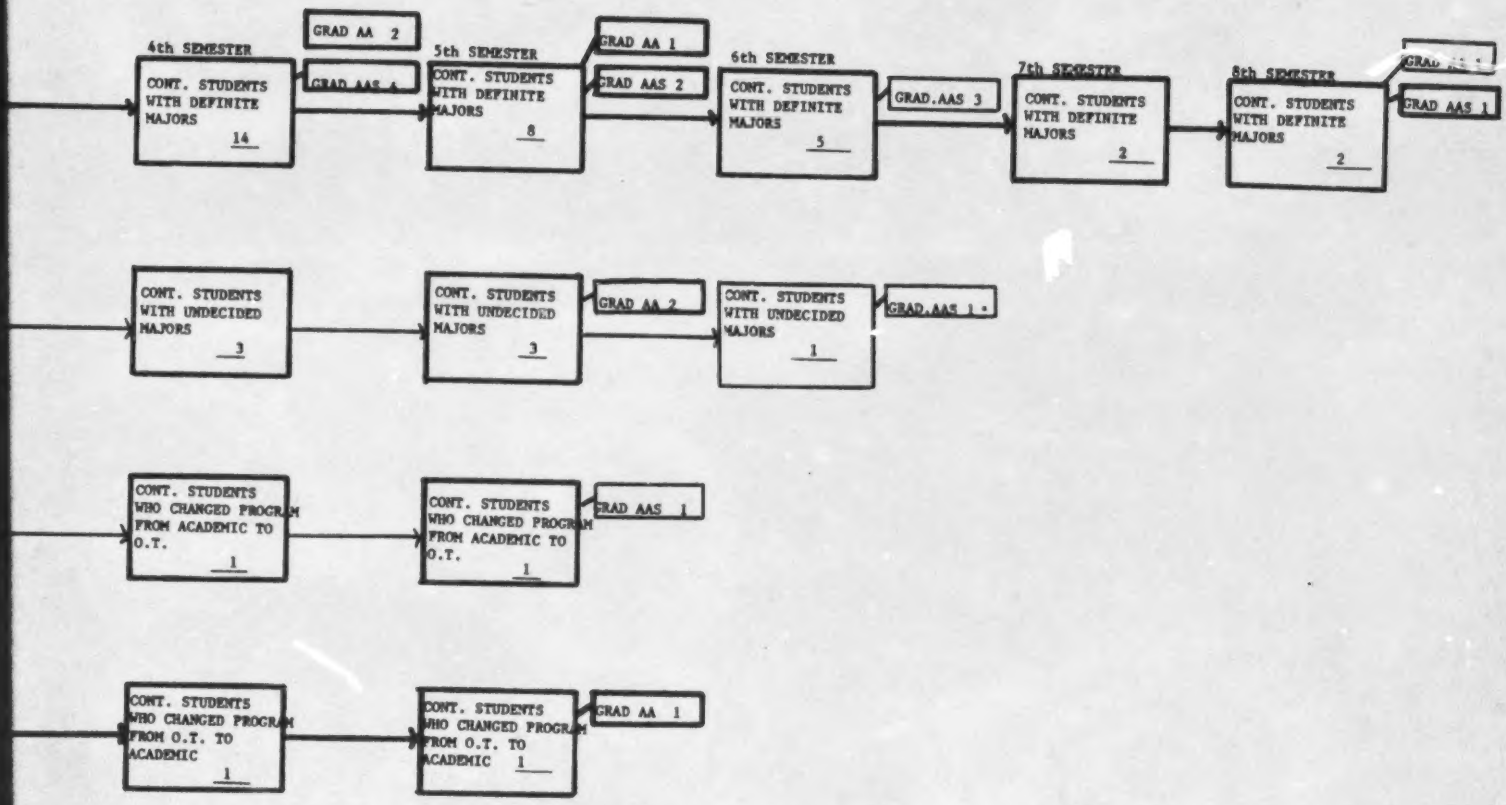
APPENDIX XVI

FLOW CHART - ALL OTHER GRADUATES

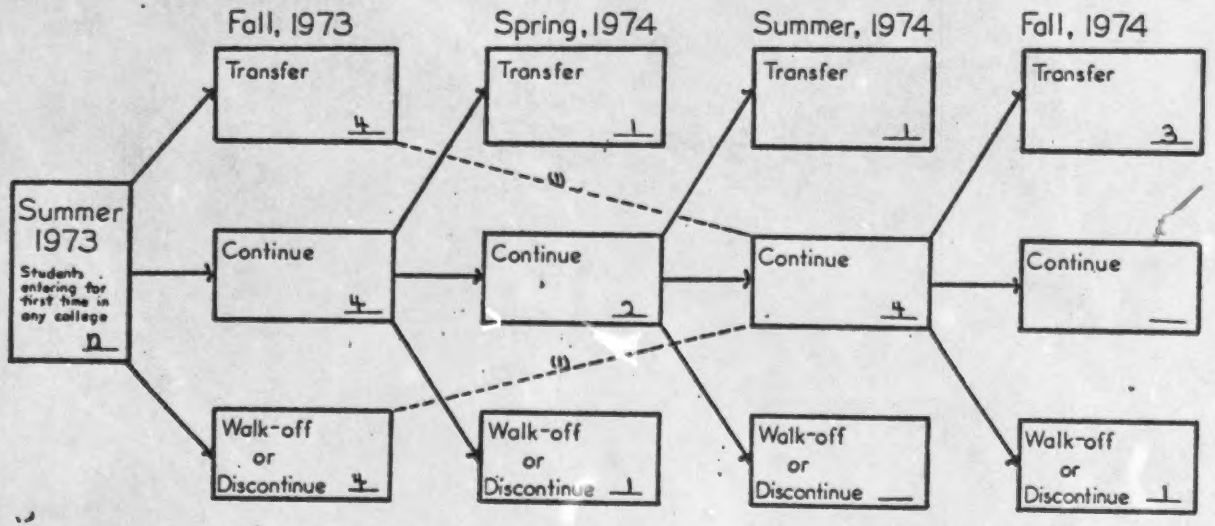


APPENDIX XVI

FLOW CHART - ALL OTHER GRADUATES

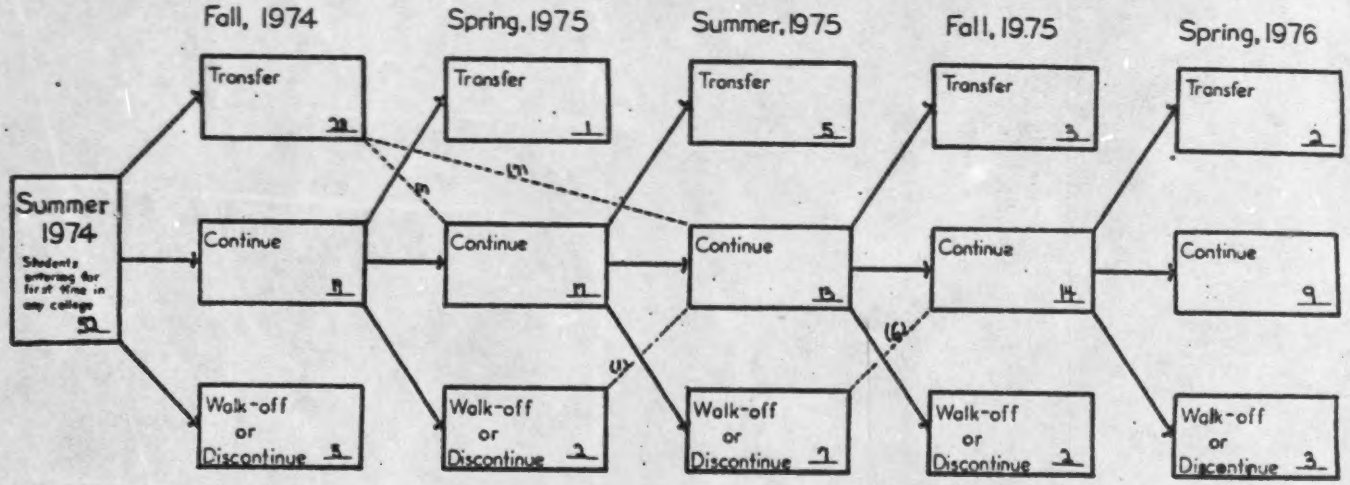

4th SEMESTER
CONT. STUDENTS WITH DEFINITE MAJORS 14
GRAD AA 2
GRAD AAS 4
5th SEMESTER
CONT. STUDENTS WITH DEFINITE MAJORS 8
GRAD AA 1
GRAD AAS 2
6th SEMESTER
CONT. STUDENTS WITH DEFINITE MAJORS 5
GRAD.AAS 3
7th SEMESTER
CONT. STUDENTS WITH DEFINITE MAJORS 2
8th SEMESTER
CONT. STUDENTS WITH DEFINITE MAJORS 2
GRAD AAS 1
CONT. STUDENTS WITH UNDECIDED MAJORS 3
CONT. STUDENTS WITH UNDECIDED MAJORS 3
GRAD AA 2
CONT. STUDENTS WITH UNDECIDED MAJORS 1
GRAD.AAS 1
CONT. STUDENTS WHO CHANGED PROGRAM FROM ACADEMIC TO O.T. 1
CONT. STUDENTS WHO CHANGED PROGRAM FROM ACADEMIC TO O.T. 1
GRAD AAS 1
CONT. STUDENTS WHO CHANGED PROGRAM FROM O.T. TO ACADEMIC 1
CONT. STUDENTS WHO CHANGED PROGRAM FROM O.T. TO ACADEMIC 1
GRAD AA 1

FLOW CHART - ADMISSIONS FOR SUMMER, 1973



APPENDIX XVIII

FLOW CHART - ADMISSIONS FOR SUMMER, 1974



APPENDIX XIX

REMINDER MEMO

Western Texas College
Snyder, Texas 79549

To:

DON'T MISS IT!

"YOUR" CHANCE TO EVALUATE & EXPRESS YOUR FEELINGS CONCERNING WESTERN TEXAS COLLEGE. TO DATE WE HAVEN'T RECEIVED YOUR RESPONSES ON THE QUESTIONNAIRE WE RECENTLY MAILED YOU & HOPE YOU WILL TAKE TIME NOW TO FILL IT OUT.

THANKS

PROJECT FOLLOW-UP DEPT.

Cay Adam

APPENDIX XX

SECOND LETTER

Western Texas College

Snyder, Texas 79549 — Telephone 915/573-8511

November 13, 1975

Dear Former Student:

WE NEED YOUR HELP!

We recently mailed you a follow-up survey and asked you to complete and return it to us. Please allow me to explain the importance of your attitudes on this survey.

Western Texas College is a relative new junior college and in order to grow and improve the quality of our curriculum we need the opinions (both good and bad) of our former students.

You can now help us to reappraise our programs and make the needed improvements by returning the enclosed questionnaire. The information is confidential, and the results of this survey will be combined with the others and will not be identified individually.

If you will spend a few minutes helping us, you will have the satisfaction of knowing that you have helped future students of Western Texas College.

Cordially,

Gay Idom
Project Follow-Up Dept.

GI

AN EQUAL OPPORTUNITY EMPLOYER

APPENDIX XXII

LETTER FROM WTC PRESIDENT

Western Texas College

Snyder, Texas 79549

October 8, 1975

Dear Jimmy:

This is a special invitation for you to attend the first homecoming at Western Texas College. The time will be Saturday, November 15.

For our ex-students we plan a number of interesting activities, including a reception and a barbecue, as well as a double-header basketball game including the Dusters and Westerners. We hope you will make every effort to attend. More information concerning the activities will be sent to you later.

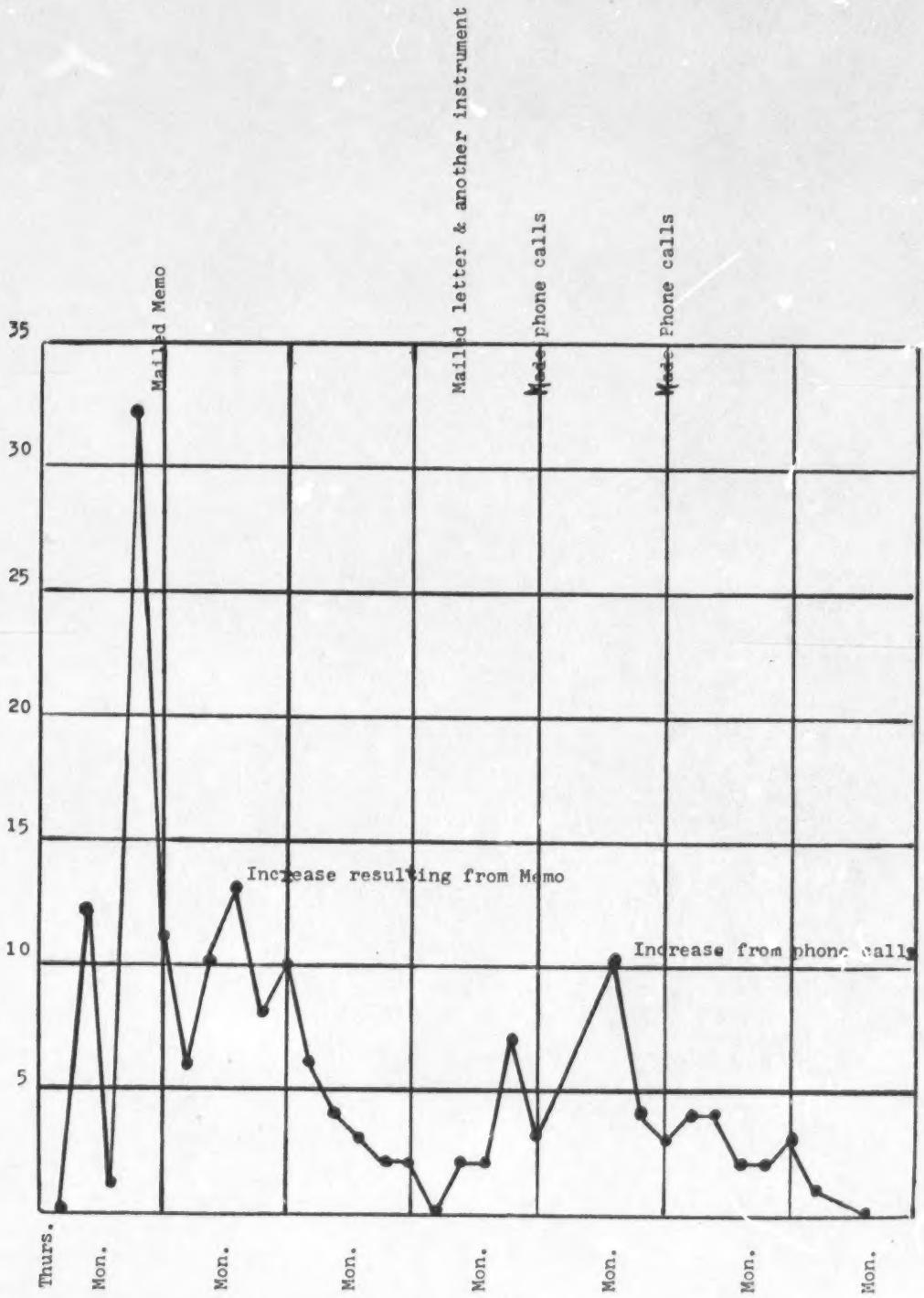
Also, in the near future we will be sending you a questionnaire relating to your past experiences at Western Texas College. We hope you will take time to fill out this form. In this way we hope to improve not only our instruction at Western Texas College but also all services that affect students.

Sincerely,

Robert L. Clinton
President

APPENDIX XXIII

DAILY SURVEY RETURNS ON "GRADUATE" STUDENTS



APPENDIX XXIV

RATE OF RETURNS

GRADUATE SURVEY

	Mailed Out	Answered	Not Returned
1972 Graduates	8	4 (50%)	4 (50%)
1973 Graduates	104	62 (60%)	42 (40%)
1974 Graduates	126	87 (69%)	39 (31%)
1975 Graduates	124	88 (71%)	36 (29%)
Total Mail-outs	362	241 (67%)	121 (33%)

APPENDIX XXV

RATE OF DEGREE RETURNS ON GRADUATES

	Mailed Out	Answered	Not Returned
1972 Graduates (Grand total mailed 8)			
Associate In Arts	6	4 (67%)	2 (33%)
Vocational-Technical	2	0 (00%)	2 (100%)
Percentage of Grand Total	8	4 (50%)	4 (50%)
1973 Graduates (Grand total mailed-104)			
Associate In Arts	68	40 (59%)	28 (41%)
Vocational-Technical	36	22 (61%)	14 (39%)
Percentage of Grand Total	104	62 (60%)	42 (40%)
1974 Graduates (Grand total mailed-126)			
Associate in Arts	74	56 (76%)	18 (24%)
Vocational-Technical	52	31 (60%)	21 (40%)
Percentage of Grand Total	126	87 (69%)	39 (31%)
1975 Graduates (Grand total mailed-124)			
Associate In Arts	70	54 (77%)	16 (23%)
Vocational-Technical	54	34 (63%)	20 (37%)
Percentage of Grand Total	124	88 (71%)	36 (29%)

APPENDIX XXVI
STUDENT PLANS FOR NEXT SUMMER

Dear Student:

The purpose of this questionnaire is three-fold: (1) to provide necessary information for funding purposes; (2) to provide the college information to help us better meet student needs, and (3) to be of assistance to you in career planning. If you have completed this form in another class, it is not necessary to complete another one.

When you later receiv. a follow-up questionnaire, we would appreciate your completing and returning it promptly. This is our most efficient means of obtaining information about our programs and problem areas that we might have. Thank you.

Date: _____

Name: _____ College Major: _____

PERMANENT address: _____ _____ _____ _____
(Street) (City) (State) (Zip)

Telephone Number: _____

Indicate below relative (or friend) who will always know your address:

_____ _____ _____ _____ _____
(Name) (Street) (City) (State) (Zip)

Please check (and complete) any of the following that are appropriate. (To the best of your knowledge at this time):

_____ I plan to return to this college: _____Summer _____Fall
_____ I plan to transfer to _____(college).
_____ Graduating
_____ Not graduating, but will have completed _____ Semester Hours.

_____ I plan to work full-time next semester.
_____ I am fairly certain I will be employed with (name & address of employer):

_____

_____ I think I may have a job but am not sure. (name & address of prospective employer):

_____

_____ I have no prospects for employment at this time and I would appreciate assistance.

COMMENTS: (Please list both strong and weak points of WIC.)

_____

_____

UNIVERSITY OF CALIF.
LOS ANGELES
OCT 15 1976
CLEARINGHOUSE FOR
JUNIOR COLLEGES